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URBAN/MUNICIPAL

MINUTES OF THE SPECIAL
EDUCATION ADVISORY COMMITTEE

Board of Education

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URBAN MUNICIPAL
MAR 15 1990
GOVERNMENT DOCUMENTS



# MINUTES OF THE SPECIAL EDUCATION ADVISORY COMMITTEE 1990 02 21

**Present:** J. Bishop, Chairman; Trustee M. C. Clarke, Mesdames Dalziel, Masters, Mazza, Oommen, Schram and Trott; Messrs. Adamson and Foster; Drs. Marshall, Newberry and Toby.

**Not Present:** Trustees Desmarais and Kennedy; Mesdames Dennis, D. Knol and Warren; Mr. Ormerod.

**Also Present:**
S. Knol (substitute representative, Association of Bright Children)
B. Jazvac (Secondary School Principals' Association)
E. Hipkiss (Special Education Consultant - Area 4)
S. Holden (Job Coach - Transitional Work Experience Program)
J. Lambert (Learning Resource Teacher - Georges-P.-Vanier School)
L. Rowan (Guidance Department Head - Georges-P.-Vanier School)

**Officials Present:**
J. Yurkiw, Assistant Superintendent, Special & Educational Services
R. Adams, Co-ordinator of Special Education
R. Lavoie, Superintendent, French as a First Language

Mrs. Bishop called the meeting to order and offered regrets from Ms. Warren and Mr. Kennedy. She then explained that Ms. Doreen Knol will be unable to attend further meetings and welcomed Ms. Sandra Knol. It is anticipated that Ms. S. Knol will be the recommended replacement and that the Association for Bright Children will confirm this in writing to the Board.

Mrs. Bishop asked for confirmation of the minutes.

Moved by Ms. Dalziel:

That the minutes of the 1990 01 17 meeting be approved as presented.

Ms. Dalziel requested that the Hamilton & District Society for Disabled Children's update be changed to read: "Ms. Dalziel reported that several calls had been received about the Therapeutic services in the schools and possible closure of Chedoke Hospital. She assured members that these services will continue."

The minutes, as amended, were voted on and **CARRIED.**

Mrs. Clarke requested clarification of recommendation #9 of the Agenda Sub-Committee and suggested that the word "meeting" be deleted and "gathering" be substituted. Mrs. Bishop stated the suggestion to meet in a restaurant was planned as a social evening to introduce new members and not as a formal meeting. The cost would be borne by members.

Moved by Mrs. Clarke:

That presentations be timed Agenda items.

Mrs. Clarke explained that she wanted to avoid unnecessary waiting periods for presenters. Mrs. Bishop understood Mrs. Clarke's rationale for the motion. Tonight's Agenda is scheduled to have one speaker at 8:00 p.m. and the second at 8:15 p.m. It is the intent to stop the discussion at 8:00 p.m. to avoid delays to the presenters, who have been informed of the presentation times.

Mrs. Clarke withdrew her motion on the understanding this procedure would continue to be followed.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

Member Organization Update:

C.N.I.B. Parents' Committee

Mr. Foster had no report.

Hamilton & District Parents of Disabled Children

Mrs. Masters reported that approximately $175,000 worth of renovations are to be done on the west mountain housing project, which is sponsored by the Ministry and Rygiel Homes. The home is not expected to open until the Fall.

Augmentative Communications Collective

Mrs. Schram reported that Paul Marshall was the winner of their essay contest and will attend the bi-annual conference in Stockholm, Sweden with an attendant. She expressed disappointment that only six entries were received for the contest.

Association for Children & Adults with Learning Disabilities

Mrs. Trott read information from the Learning Disabilities Association of Ontario that Ministry funding is now available to purchase keyboards for Junior and Intermediate level students who have difficulty with writing and printing to the extent they are unable to cope with writing demands. A report from an Occupational Therapist, in addition to a Doctor's medical validation is forwarded by the School Board to the Ministry for funding. When the keyboard is in the school it is expected the Occupational Therapist would design a keyboarding program for the student in consultation with the teacher or DART. The intent would be for the keyboard to remain for the exclusive use of the student.

Dr. Newberry questioned the source of the information and the recommendation that an Occupational Therapist design a program rather than the keyboarding teacher in the school. Ms. Trott offered to get more information for the following meeting as she had only just received this information today. Mr. Yurkiw added that the Board does not have an O.T.

Ms. Trott referred to the "I Am Not Stupid" video which was previewed at their organization's general meeting. Many youngsters attended and remained to view both this video and two others, which speaks highly of the videos' content and message.

Ms. Trott then referred to the Health Services in School Operating Procedures, which was attached to the minutes following last month's discussion about ritalin. She asked for direction in dealing with principals who refuse to give medication.

Mr. Yurkiw replied that the parent should contact Mr. Adams or himself so as to clarify the situation with the principal. He was not aware of such a problem dealing with prescribed medication as directed by a Doctor.

Ms. Trott supplied her Association's response regarding exceptional identification and definitions for member reference (attached).

Hamilton & District Society for Disabled Children

Ms. Dalziel had no report.

Down's Syndrome Association

Mrs. Oommen reported that a new video "Just a Chance" which is sponsored by the Canadian Down's Syndrome Society was viewed at their January meeting. It was well-received and it has been suggested that it be provided to the local School Boards and would be appropriate for SEAC viewing. She also referred to the TV series "Life Goes On", a portrayal of family life with a handicapped child.

Mrs. Oommen had copies of newsletters available from the Association and Society for those members interested and also the program of the Canadian Down's Syndrome Society's national conference in Toronto, May 24th to 27th.

On February 27th there will be a parent panel presentation held for those with children 4 - 20 years of age, in the Pattison Building, Chedoke Hospital. Also, a meeting for parents of teenagers at 7:00 p.m., March 5th will be convened at Mrs. Oommen's residence.

Mrs. Oommen asked if it is normal practice to advise parents they may be charged if they keep the child at home without schooling.

Mr. Yurkiw responded that between the ages of 6 and 16 there is a responsibility to ensure the child receives schooling. If a parent decides to do home instruction, the Board is responsible to see that it is in place and the program monitored. However, if the child is not receiving schooling, the parents would be warned by the school principal that charges could be laid as the onus on home schooling is the parent's responsibility.

Association for Bright Children
Ms. Knol had no report.

Ontario Psychological Association
Dr. Toby had no report, however, he referred to earlier discussions regarding ritalin and noted its use is becoming more prevalent and should be monitored.

Hamilton Wentworth Home Care Program
Ms. Mazza had no report.

Community Resource, Chedoke-McMaster Hospitals
Dr. Newberry had no report.

Chairman's Report

a) Mrs. Bishop circulated an invitation from Vincent Massey School to attend workshops at a Professional Development Day, March 2nd. Please contact Mr. Eric Hipkiss if you wish to attend.
b) Letter from the Simcoe County Board of Education (attached) regarding exceptionality definitions for member information.
c) The SEAC motion regarding accessibility was passed at the Board.
d) Mrs. Bishop explained that the motion to adjourn at 9:30 p.m. had expired as set out in the original motion.

Moved by Mrs. Clarke:

That SEAC meetings adjourn at 9:30 p.m. (21:30 hours) whether or not the agenda is completed.

CARRIED.

e) Mrs. Bishop referred to Pages 13 and 14 of the Agenda package, information on the Third Report of the Select Committee on Education. She drew attention to the four recommendations under Special Education. However, she cautioned that this was in the form of a report, and is not yet legislation

Member Organization Presentation: Mr. I. Adamson, Ontario Society of Autistic Citizens, Hamilton-Wentworth Chapter
Mr. Adamson recommended members read the pamphlet which was attached to the Agenda as it contains an excellent summary of autism. One problem of autism is that the severity may vary from child to child. An autistic child is often normal in appearance but may be unable to engage in cognitive conversation and so will communicate only by relating to physical needs such as hunger and thirst. As every child is different, dealing with this profoundly disturbing problem often requires individual assistance. Mr. Adamson considers his son to be fortunate as he was a founding student in the Board's autism program and has benefited from the program. He believed assistance is most important while a person is young and that summer programs are also valuable. He welcomed member's suggestions for expanding the Society in the community.

Ms. Trott asked about the placement of autistic children prior to the autistic program and Mr. Adams advised that prior to Ministry definitions, children might have been placed in the speech and language program, SLD, TR or behavioural classes.

Mrs. Bishop thanked Mr. Adamson for his information, and requested Ms. Dalziel make a presentation on her organization at the March meeting.

Annual Review - Committee Update

As this sub-committee's meeting was cancelled due to the snowstorm last week, Mrs. Bishop requested members to break into discussion groups to discuss the changes they would like made to the content of this report. Mrs. Bishop collected the suggestions for consideration by the sub-committee.

Mr. Adams briefly reviewed a letter from the Ministry regarding the 1989 Special Education Annual Review and a congratulatory note from the Director. (attached)
He then outlined the requirements for the 1990 Annual Review which stresses a brief report of two pages. (attached)

Area 6 - Georges-P.-Vanier - French Language

Mrs. Bishop welcomed Mr. R. Lavoie - Superintendent, French as a First Language, Ms. Jocelyne Lambert - Learning Resource Teacher and Ms. Lucienne Rowan - Guidance Head from Georges-P.-Vanier. Mr. Lavoie circulated a report (attached) emphasizing the differences that distinguished Georges-P.-Vanier School from other composite schools, which include the language of instruction (French), the number of students (400), and the regional composition of students. Many of these students originate from Quebec and it is necessary to provide specialists within Special Education who speak French.

Ms. Lambert explained that there are no self-contained Special Education classes at Georges-P.-Vanier School and all 16 identified students are integrated into classes and are withdrawn to spend time in the Resource Room. Students are referred to the DART and, in consultation with Ms. Wanda Lane, Special Education Consultant, strategies are implemented with the student. If it is determined an assessment is required, students are assessed by Ms. Darlene Bennett-Bauer, Psychological Services Consultant; however there is a often a delay before the student can be assessed. She felt there was a need for more services including a social worker.

Ms. Rowan outlined the Gifted Program operated by Ms. Sara Weedon-MacDonald. Students attend on a voluntary basis and may receive 1/2 credit per year above the normal eight courses and participate in Mentorship Week which provides work experience opportunities. Other programs at Georges-P.-Vanier include a Co-op work experience program and a Mentor Program, similar to a peer helper or tutoring program. She also emphasized the need for a social worker to assist in the transition and translation problems faced by these families.

In response to Mr. Adamson's query, Mr. Lavoie stated the student population is divided roughly into thirds - one-third where both parents speak French - one-third where one parent speaks French - and one-third where the students are from Anglophone families. Students have been accepted from the French Immersion program, but the Admissions Committee must first verify their ability.

Dr. Newberry questioned how long the Special Education program had been established at Georges-P.-Vanier and if any of those students had gone on to University. Ms. Rowan responded that Special Education has been part of the program since the school's inception 15 years ago, however, she was unsure of the number of Special Education students who went on to university and offered to get that information.

Ms. Trott asked about the waiting time for psychological assessment to which Ms. Lambert replied three to five months. Before the assessment, every effort is made to assist the student utilizing the School's and/or the Area's resources.

Dr. Marshall questioned the low percentage of students who were identified. Ms. Lambert explained that the assessment does not always go to an IPRC, preferring to try strategy recommendations first.
Dr. Marshall questioned why there was a hesitation to formally identify students as exceptional and Mr. Yurkiw stated that if the student is being assisted within the regular program there was no need to identify them as exceptional.

Dr. Marshall stated that from his experience students should be formally identified as that information is included in the student's record and moves with the child.

In response to other questions, Ms. Lambert explained 15 of the 16 identified students were labelled communication while one was behavioural. As well as these students she also assists between 30 and 40 students per semester on a part-time basis.

Ms. Bishop thanked Mr. Lavoie, Ms. Lambert and Ms. Rowan for their presentation.

Transitional Work Experience (formerly known as Operation Employability)
Mrs. Bishop welcomed Mr. Eric Hipkiss, Special Education Consultant for Area 4 and Ms. Susan Holden, Job Coach, Transitional Work Experience. Mr. Hipkiss briefly outlined the history of the Operation Employability Project since its inception. Last June the tri-board funding expired and changes were made, including changing the name to Transitional Work Experience Program and the hiring of Ms. Holden as an employee. The program continues to enhance the employment skills of the handicapped, in addition to providing a transfer program from school to the work force. Under Operation Employability students had to participate three years, while now the target populations are those that will graduate in the next two years.

Ms. Holden circulated a folder of material used in setting up a work experience placement. She reviewed the Selection of Students, Preparation & Matching (employer and student), Placement & Monitoring and the Evaluation areas which are the four stages of the work experience.
Mr. Hipkiss elaborated on the high degree of collaboration between the parents, teachers, employer and Ms. Holden. Placements are generally for one semester in duration and the student is not paid. It is hoped that after a couple of years the student will have built up a skill record that will be of value.

At Mrs. Oommen's request, Ms. Holden explained she is currently carrying a workload of 20 students, most with a high degree of functioning. In the next year she anticipates working with a lower functioning group of students and would be able to handle only 10 students.

Mrs. Oommen then asked if this program would expand and if there was a need for another Job Coach. Ms. Holden anticipates a need for another job coach or assistant in the next two years as the program is definitely expanding. Mr. Hipkiss agreed.

Mr. Adamson referred to the job descriptions noting that many seemed to be janitorial in nature. Ms. Holden agreed, but students often work their way up once the employer becomes aware of their abilities. The employer might think of it as 'free labour' to start but attitudes change as the employer becomes 'educated'.

Mr. Hipkiss stated they try to avoid stereotyping and Mother's (Little Caesar's) has been excellent in providing opportunities and varied jobs.

Ms. Trott asked if either Stelco or Dofasco had been approached as both industries are twinned with schools. Ms. Holden has not approached large industry due to safety considerations and unions, though she would be willing to try if a contact name was available.

When Dr. Newberry asked if the students receive credits, Mr. Hipkiss explained that credits are not granted as these students are still classified as elementary students, as is the program. This program is not considered a co-op work experience which necessitates a set number of hours to reach credit capacity and a high school diploma.

Ms. Knol asked if the long term goal is to find permanent placements. Mr. Hipkiss stressed that finding work placements is to enhance employability skills and not necessarily to provide permanent jobs. Some students have been hired on a part-time basis or during the summer, but he wished to avoid creating unrealistic expectations by the parents.

Ms. Jazvac asked if it would be possible for vocational schools to grant credits in this situation. She saw a strong parallel between this program and the co-op monitor. Mr. Hipkiss acknowledged that her suggestion could be explored, however, parents are not expecting credits but work skills.

Mrs. Bishop was most impressed with the sophistication of the program and the excellent material and presentation. Mr. Hipkiss agreed to consider making a further presentation in the Fall regarding the review of the Trainable Retarded program.

Special Education Report - Update

Mr. Adams referred to the Department Action Plans 89-90 circulated several meetings earlier. Many of the items listed on the Action Plan need to be done through the Superintendents of Schools and the plan has been discussed with Senior Management to elicit their involvement. As a result of discussion with Senior Management, the list has been reduced considerably.

Decentralization - I.P.R.C.

Mr. Adams drew the members' attention to pages 3 and 4 of the Agenda which are the summaries of IPRC's for the months of November, 1989 and January 1990.

Middle School Update (November, 1989)

Mr. Adams referred to the Middle School Update and Page 5 of the Agenda. All middle schools have a full-time LRT and most have self-contained Special Education classes. The emphasis in middle schools is to prepare students for secondary school so integration is implemented where possible and beneficial to the students. Communication is facilitated by Learning Resource Teacher meetings, area concept, and school teams meeting to discuss students.

Mr. Foster asked about the disparity in JK-5 and JK-6 schools. He felt students became lost in larger schools. Mr. Adams stated this situation is a result of school location, enrolment at that location and neighbouring schools rather than a Board policy. Mrs. Bishop added that in 1980 changes were initiated to change middle school from grades 7 and 8 to grades 6, 7 and 8. Mrs. Clarke stated there was another philosophy of including grade 9 in with the middle school grouping. Mr. Adams agreed, noting that in the United States, grades 7, 8 and 9 constitute a middle school.

Moved by Dr. Marshall:

That SEAC continue to meet past 9:30 p.m. to hear the Assistant Superintendent's Report.

CARRIED.

Assistant Superintendent's Report

1) Mr. Yurkiw circulated a pamphlet from "Peter the Great" who has cerebral palsy and is a performing magician (attached).
2) Budget Update: Mr. Yurkiw advised there is no additional funding available for staff in the psychological and speech and language areas. Consideration is now being focused on ways to better manage available resources in these areas. Alternative ways of dealing with the assessment waiting lists are being investigated for implementation with the new school year in September. If there are major changes in services, the committee would be notified. There is the possibility of a moratorium on referrals during May and June, but hopefully this will be avoided. The possibility of sharing resources between areas can be investigated. Dr. Bountrogiani anticipates using her casual budget for additional staff to deal with extensive waiting lists. Mr. Yurkiw then referred to the SEAC recommendation to the Board regarding additional psychological staff, but in light of this year's budgetary expenses he would be more concerned about the possibility of program or staff cut backs.

Dr. Marshall expressed concern about the impact of a moratorium on those children who are considered 'low priority'. However, Mr. Yurkiw noted there is on-going assessment at the school level through the DART process. If a recommendation is made for further assessment, there is no guarantee of IPRC. If the assessment indicates another program, such as self-contained, it may then go the route of an IPRC. Many children are receiving 'intervention' assistance. Mr. Yurkiw added he is concerned about children on the waiting list, however, a moratorium would enable staff to clear away the current backlog of students on the waiting list.

Dr. Newberry referred to a York University study to consider educational programs based on the teacher's idea of the child rather than waiting for the results of an assessment. Dr. Toby added that this type of data is available and indicates the teacher is fairly accurate. On the issue of a moratorium, he noted that it would result in a flood of requests for assessment prior to the deadline, or following the removal of the moratorium.

Dr. Marshall referred to the group of children within the school population who have educational difficulties, but seldom receive assistance from the Board. Their report cards indicate "needs more effort in work - minimum work done" and he felt assessments could deal with the problem. In his practice, Dr. Marshall sees a 'steady stream' of such students requiring assistance.

Ms. Trott asked about the original motion and Mr. Yurkiw explained that Mrs. Bishop had discussed this with the Director and had been advised to work with the resources we have.

Mrs. Bishop referred to an Oxford study and the important role the educational psychologist has in students' lives. The psychologist is not purely used for assessment, but is valued for their objectivity and skills in developing program. Mrs. Bishop was disturbed with the trend at the moment to see the psychologist as less important than other members in resource teams. If it came to sacrifice, she would prefer to see cutbacks in adjustment services or social workers rather than cuts in psychologists. She further noted that the Board employs two psychologists for each Area, and only one psychologist for composite secondary schools. She felt it important to reaffirm the committee's motion in support of psychological staff.

Moved by Ms. Trott:

That the Special Education Advisory Committee strongly supports the role of Psychological Services and hopes that in times of financial constraint, there will be no cutbacks in services.

**CARRIED.**

3) Mr. Yurkiw referred to page 6 of the Agenda material which covers the distribution of minutes.
4) Mr. Yurkiw highlighted the reports and information available to members that are kept on the Information Cart for member use.
5) Mr. Yurkiw referred to pages 7 through 12, a summary of information about exceptional identification labels.

Moved by Mr. Adamson:

That discussion of exceptional identification labels be postponed to the next meeting.

**CARRIED.**

The meeting then adjourned.

Read and confirmed,

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Chairman

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## Comments on Other Exceptionalities

### 1. Behaviour

Emotional disturbance and/or behaviour disorder

LDAO recommends:
- elimination of the term "social maladjustment";
- that all pupils showing the signs and symptoms of this exceptionality and academic deficits be referred for assessment for having a specific learning disability, which may be the primary problem;
- that pupils who have attention deficit hyperactivity disorder (ADHD) should be assessed for having a specific learning disability rather than automatically being identified as having a behaviour exceptionality.
- that consideration be given to the introduction of the term "conduct disorder". This exceptionality is widely recognized and the available research and assessment tools make its identification quite straightforward.

### II. Communication

Language Impairment and Speech Impairment

LDAO feels that these two categories represent an artificial division within the Communication exceptionality. To quite an extent the differences here should be reflected in appropriate programming rather than identification.

Language processing deficits primarily fit into the specific learning disability category.

LDAO recommends that these two categories be redefined as a single speech and language impairment category.

### III. Intellectual

1. Giftedness
   LDAO recommends that the definition of giftedness include a statement about its occurence in conjunction with other non-intellectual exceptionalities.

2. Educable Retardation
   This term has not been well accepted within the educational system and as a result, numerous euphemisms have been used. Unfortunately, this has resulted in parents and their children not understanding the specific exceptionality and its implications.

LDAO recommends that:
- there be a specific term developed to replace educable retardation which is then used by all school boards;
- in recognition of the current medical terminology relating to this particular condition, the term "educable retardation" be replaced with the term "general intellectual impairment".
- that the current widespread usage of the term "general learning disabilities" as a euphemism to describe this exceptionality be disallowed, since it creates untold confusion for both this population and for those who have specific learning disabilities, which is a communications exceptionality and not an intellectual one.

3. Trainable Retardation

LDAO recommends that this term be replaced with the term "developmental disability", if that is the preferred term for the appropriate advocacy organization, OACL.

## IV. Multiple - Multihandicap

Some school boards have changed the name of this exceptionality to "multiple learning disability".
LDAO recommends that this term not be accepted, since it creates confusion for the pupils and their families.

It has come to LDAO's attention that some school boards identify pupils who show signs of two exceptionalities, such as giftedness and learning disabilities as multihandicapped. This is not acceptable, since the programming usually available in these classes is not suitable for such exceptional students. It is recommended that in such circumstances the pupil be recorded either for both exceptionalities or for the one which is predominant. The programming offered must clearly reflect the strengths and needs of the pupil.

**The Simcoe County Board of Education**

Midhurst, Ontario
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Phone: (705) 728-7570
Fax: (705) 728-2265

February 16, 1990

Mr. David McKee
Director
Special Education and
Provincial Schools Branch
17th Floor
Mowat Block, Queen's Park
Toronto, Ontario
M7A 1L2

Dear Mr. McKee

We appreciate the opportunity for input about the review of exceptionality identifications and definitions dated November 30, 1989.

In our Special Education Advisory Committee meetings we have been discussing this issue and have reached the decision that it is counter productive to discuss each individual definition of exceptionalities used now by the Ministry of Education. We believe that each child is a unique individual whose program must be designed and evaluated on an individual basis.

At the present time some students must be labelled exceptional in order to have access to an individual program plan and to guarantee parent involvement in the decision making. Further classification of exceptional students into specifically labelled sub-groupings is not necessary and detracts from meeting the individual needs. This labelling process harms students by stereotyping and segregating.

We recommend that the Ministry of Education discontinue the existing five exceptionality groupings.

Sincerely

Yuksel Gulmen (Ph.D.)
Special Education Advisory
Committee Chairperson

# AREA 6

## *FRENCH AS A FIRST LANGUAGE*

Presentation to:

The Special Education Advisory Committee

# *AN INTRODUCTION TO AREA 6*

February 1990

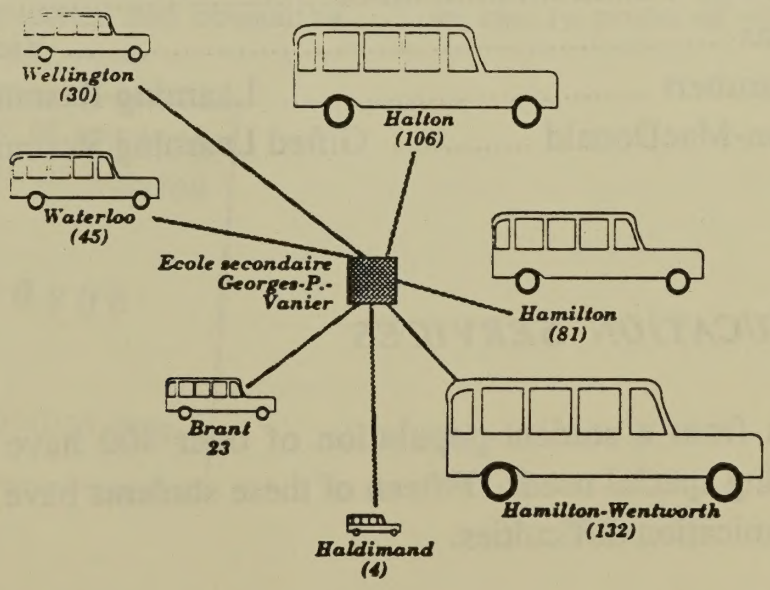
# AREA 6

## *FRENCH AS A FIRST LANGUAGE*

### *GENERAL INFORMATION*

The office of the Superintendent of French Language schools is responsible for Georges-P.-Vanier Secondary School. The school offers to students living in the city of Hamilton and in the counties of Brant, Halton, Haldimand, Hamilton-Wentworth, Waterloo and Wellington, the opportunity to attend classes where French is the language of instruction. Students also receive classes in the English Language which permits them to meet Ministry and Board standards.

**Students Attending Georges-P.-Vanier**




French is used in every subject, with the exception of English classes, and in every aspect of school life. Georges-P.-Vanier Secondary School provides a variety of special programs in French such as Special Education, Continuing Education, Cooperative Education, and programs designed for advanced, general and basic level students. All programs and services are offered in accordance with Ministry and Board guidelines and policies, and are designed to meet the needs of Francophone students. Three francophone trustees (M. Patenaude Barker - chairman, H. Paquin and J. Desmarais) govern for the Board the French Language Section which has jurisdiction over the programs and services offered at Georges-P.-Vanier Secondary School.

## *Area 6 Resource Team*

Rosaire C. Lavoie ..... Superintendent
France Guimond ..... Secretary to the Superintendent
François Benoit ..... Curriculum Consultant
Denyse Beauchemin ..... French Consultant
Darlene Bennett-Bauer ..... Psychological Services Consultant
Monica Knott ..... Speech Pathologist
Wanda Lane ..... Special Education Consultant

## *School-based Resource Team*

Issam Massouh ..... Principal
Henri Bigras ..... Vice-Principal
Jocelyne Lambert ..... Learning Resource Teacher
Sara Weedon-MacDonald ..... Gifted Learning Resource Teacher

## *Special Education Services*

Sixteen students from a student-population of over 400 have been formally identified as having special needs. Fifteen of these students have been identified as having communication difficulties.

Twenty-eight students are also working under the supervision of the Gifted Learning Resource Teacher. It should be noted that these students have not been presented to the IPR Committee.

The process followed in the identification of Special Education students and the delivery of programs and services follows the same procedures established by the Board and the Special Education Department. Some of the difficulties encountered include the difficulty in finding bilingual Special Education professionals in order to meet the individual needs of the students enrolled at Georges-P.-Vanier.

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

M E M O R A N D U M

February 6, 1990

TO: P. S. Beveridge
J. Yurkiw
B. Adams

FROM: K. A Rielly

RE: 1989 Annual Report - Provision of Special Education Programs and Services

Please find appended to this memo a copy of the letter from Sheila Roy, Ministry of Education, re our 1989 Annual Report - Provision of Special Education Programs and Services.

Sincere congratulations on the terrific service your team continues to provide for our students and community. I am really proud of your efforts.

THE BOARD OF EDUCATION
FOR THE CITY OF HAMILTON
1990 0208
SPECIAL EDUCATION DEPT.

KAR:ls
encl.

Ontario

Ministry of Education / Ministère de l'Éducation
Central Ontario Region / Centre de l'Ontario

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January 29, 1990

SE 110-BP

FEB 01 1990

Mr. K. A. Rielly
Director of Education
The Board of Education for the
City of Hamilton
100 Main Street West
P.O. Box 558
Hamilton, Ontario
L8N 3L1

Dear Mr. Rielly:

This letter acknowledges receipt of your board's 1989 annual report to the Minister on the provision of special education programs and services. The data submitted has been examined by the Special Education Review Committee, in conjunction with additional information provided through special education liaison contact and will be maintained on file to reflect current provisions within your jurisdiction.

The attendance of Joe Yurkiw, Assistant Superintendent of Special and Educational Services and Bob Adams, Coordinator of Special Education, was appreciated. Their involvement in the discussion added greatly to the process.

The clear, comprehensive report indicates that the board is in the process of implementing a decentralized delivery model that incorporates increased school based decision making for its exceptional students. Specifically, initial steps include: the relocation of five consultants to area offices; the establishment of a pilot Special Education Resources Teacher (SERT) project in fourteen elementary schools to develop a manual and in-service model for staff; the reassignment of duties for consultants to include local assignments as well as system wide responsibilities; the increase in the number of speech pathologists to ten to serve the Hamilton system; the

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formation of seven committees to provide the guidelines for future changes. Ministry of Education personnel look forward to future review reports, as they become available, regarding the implementation of the decentralized plan and the effects of the intervention model. The committee commends the board for the development of a thorough planning process and a systematic approach to change as outlined in the report.

The report indicates several refinements to the board's special education plan related to an increase in special services staff, including: one teacher for a new autistic class; one elementary staff member for a new self-contained gifted program; two teachers for newly approved Section 25 programs; one primary gifted resource teacher to provide a complement of one support teacher for this exceptionality in each of the five defined areas of the board; nine elementary learning resource teachers and one and one half learning resource teachers for the secondary panel; two speech/language pathologists and three speech assistants.

In addition, The Board of Education for the City of Hamilton is amending its special education plan through program refinements, specifically: the number of elementary General Learning Disabilities classes will be reduced by two; the number of self-contained classes at the school for the trainable retarded will be reduced by three; and the number of elementary self-contained hearing impaired programs will be reduced by one.

It was brought to the attention of the committee by board personnel, that the special services staff continue to work with the curriculum department of the board to develop learning resources and instructional methods. Further, a collaborative venture with the curriculum and special education staff at the school level is highlighted in the report as a key direction of the board in terms of curriculum planning for students with learning problems.

Congruent with the stated position of the Ministry of Education, the board maintains a full range of placement options to address individual student needs. The committee notes the board's mission statement that is based on an intervention model, which recognizes the unique characteristics of all learners and which is delivered within the most natural enabling environment. The board's preventative approach to special education continues to be evident in the mission statement.

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Commendably, the board has developed exemplary programs to serve the autistic, the learning disabled at the middle school level and the pre-school hearing impaired students. The ministry appreciates receiving the updated information on the board's programs and services available for these exceptional students.

On behalf of the Honourable Sean Conway, Minister of Education, and the special education staff of the regional office, I am pleased to acknowledge the ongoing commitment by The Board of Education for the City of Hamilton to the provision of quality programs and services for exceptional students.

Yours sincerely,

Sheila Roy
Regional Director of Education

KM/cmj/eb
6031910/wp

## B. ACTION ITEMS

### 1. Board Reports to the Ministry - Annual Review of Special Education.

In accordance with Regulation 274, as amended by O. Reg. 77/86 each board is required to maintain its special education plan, review it annually, amend it as required to meet the current needs of its exceptional students, and submit a report to the Minister for review on or before the 15th day of May each year. The reporting in the Central Region for 1989 was a more comprehensive approach in which board officials were invited to attend the meeting of the special education review team. Most boards were able to have staff representation at the meeting. Although this process required considerably more time, the results were most productive. Our knowledge of the boards' delivery of special education programs and services was enhanced and input to the Ministry was facilitated.

It was a significant task for all involved, but from our perspective and, based on the feedback we have received, from the boards' viewpoint, it has been a valuable undertaking. For the 1990 report the emphasis is on brevity. Since most boards have made a number of amendments to the original plan submitted in 1985, it is suggested that boards review their original plan to ensure that subsequent amendments have been made with reference to it.

**Requirements for the 1990 Board Report to the Ministry**

- A letter is to be submitted indicating that the review has been done in accordance with the approved plan. Reference the page number in the approved plan on which the review procedure is outlined or, if pages were not numbered, quote the procedure.
- Indicate a) no amendment or, b) list the amendments.
- A dated copy of the board resolution is to be appended.
- Where a board has a minority language section, a dated copy of the minority language resolution shall also be appended.
- It is also requested that a dated copy of the SEAC recommendation(s) to the board is appended.

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. A 2-PAGE REPORT WOULD BE SUFFICIENT.

. As an option, boards are encouraged to include information regarding exemplary programs.

. If a board wishes to provide a large report, this is possible but a brief version for 1990 is strongly encouraged.

**Anticipated Format for the 1991 Report**

. Boards will be expected to submit a letter and attachments as required in 1990 with two additional items:

i) a complete and updated copy of the board's official plan;

ii) a description of the model for the evaluation of special education programs and services being utilized in the board.

2. **Section 25 Programs**

The following will clarify procedures to be followed when a board requests grant approval of agreements for the provision of educational programs in government-approved care and treatment facilities located within the jurisdiction of the board. The types of government-approved facilities are specified in the General Legislative Grant Regulation. Agreements should incorporate the elements outlined in the document Education Programs in Care, Treatment and Correctional Facilities, 1982 and on the attached Guidelines for the Application and Approval of Education Programs in Care, Treatment and Correctional Facilities, September 1989. All completed applications for approval of agreements for grant purposes should be forwarded to the Regional Office by **April 15, 1990.** This date must be adhered to in order that notification of renewal requests to boards is ensured prior to May 31.

I. To assist the Regional Office of the Ministry of Education in the analysis of enrolment patterns throughout the year in each Section 25 classroom, three enrolment reports are requested from a board.

(1) September Report

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# ETER THE GREAT"

## MAGICIAN & COMPANY

## Family Entertainment

## ETER THE GREAT IS A SPECIAL ENTERTAINER

s been making magic for twenty years. He has cerebral palsy, but it has not stopped from becoming an accomplished magician. r began practising magic in his Ancaster ne and by the age of ten had turned fessional.

PETER THE GREAT HAD ARRIVED!

## WHAT PETER CAN DO FOR YOU

Choose show #1, #2, or #3.

### #1. PETER THE GREAT SHOW

For Birthday Parties, Libraries, Schools, Festivals, Galleries, Seasonal and Special Events. This 30 minute, fun-filled performance includes such spectacular tricks as escaping from a straight jacket & shackles, and explosive jelly bean soup. This great show delights audiences of young and old alike, and can include balloon animals for birthday party guests.

### #2. THE STAGE SHOW

A larger, more spectacular show featuring large illusions, music and special illusions, and special assistants. This show will appeal to adults and children.

### #3. TABLE ENTERTAINMENT

For groups requiring table entertainment let Peter mingle with the crowd, amaze them with close-up tricks, and prove the hand really is quicker than the eye.

### #4. HERITAGE MAGICIAN

For historical settings, Peter will perform in 19th century period costume.

## WHERE PETER HAS PERFORMED

* Ancaster Fall Fair
* Ancaster High School Xmas Concert
* Ancaster Recreation Pre-School
* Christmas Lift - Centre Mall Hamilton
* Rotary Club Swim for Physically Disabled
* Day Camps for Hamilton Deaf and Hard of Hearing
* Day Camps for Hamilton Association for Mentally Retarded
* Day Camp for the Association for Children with Learning Disabilities
* 1981 - Year of the Physically Disabled, performed at "Passport to Magic" a convention for magicians across North America
* numerous Public Libraries
* numerous Church Christmas parties
* numerous private parties
* Ancaster Heritage Days
* Heritage Happenings, Burlington

## WHAT PETER HAS DONE FOR OTHERS

* started Project Magic (a world wide project sponsored by David Copperfield) in Hamilton to help other handicapped individuals to improve their abilities through magic
* volunteered with disabled people at Chedoke Hospital
* started the Junior Magic Club in Ancaster
* volunteered at the Gross Motor Program for A.C.L.D. McMaster University and YMCA

## OUTSTANDING ACHIEVEMENTS

* 1987 - Chosen by the Hamilton Junior Chamber of Commerce as "Outstanding Young Hamiltonian" of 1986
* 1980, 1985 - Chosen by the Magic Wand Club as "Outstanding Magician of the Year"
* 1982 - Held provincial and world records in the 800 meter run for Cerebral Palsy sports
* Ballroom dancing medals for Social and Latin American

## WHAT OTHERS HAVE SAID ABOUT PETER

"That wonderful young man spreads wonder and joy ... his magic is an inspiration to all."

DOUG HENNING

"You are a fine example to all Canadians of what perseverance and hard work can accomplish."

GEOFF SCOTT M.P.

"Peter, I am extremely proud to count you as a friend, and take pride in having you named Outstanding Young Hamiltonian for 1986."

ROBERT WADE, MAYOR OF ANCASTER

"The effort and dedication you have displayed speak well for Hamilton in the future with young people such as yourself in our midst."

R. MORROW MAYOR OF HAMILTON

FOR MORE INFO CONTACT:

PETER GALASHAN
(416) 527-2136

MRS. MARION GALASHAN
(416) 648-2005

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GOVERNMENT DOCUMENTS

# MINUTES OF THE SPECIAL EDUCATION ADVISORY COMMITTEE 1990 03 21

**Present:** J. Bishop, Chairman; Trustee Desmarais, Mesdames Dalziel, Oommen, Trott and Warren; Drs. Marshall and Newberry.

**Not Present:** Trustees Kennedy and Clarke; Mesdames Dennis, Knol, Masters, Mazza and Schram, Messrs. Adamson, Foster and Ormerod.

**Also Present:** B. Jazvac (Secondary School Principals' Association)
A. Kunc (Hamilton Principals' Association)
A. Mutart (Hamilton Teachers' Federation)
E. Wiens (Special Education Consultant)

**Officials Present:** J. Yurkiw, Assistant Superintendent, Special & Educational Services
R. Adams, Co-ordinator of Special Education

Mrs. Bishop offered regrets on behalf of Mesdames Clarke, Knol and Schram.
As there was no quorum, Mrs. Bishop decided to proceed with Information items on the Agenda.

## GENERAL

**BUSINESS ARISING OUT OF THE MINUTES:**
Mr. Desmarais recalled an in-service for Organization members, held back in 1982 or 1983, in which Ms. M. Edge ran a workshop. He suggested running a similar scaled down version for the newer members of the Committee. Mrs. Bishop agreed that a small group might plan a similar in-service for the Fall.

**Association for Children & Adults with Learning Disabilities**
Mrs. Trott read from a provincial SEAC flyer and inquired if local Childrens' Aid Society social workers and child care workers who attend IPRC's are given a copy of the Parent's Guide to Special Education which outlines the IPRC, Appeal Process and the rights of the parents.

Mr. Adams noted many do attend IPRC's and, initially each agency received a booklet. Mr. Yurkiw agreed to make the booklets available again to these agencies.

Mrs. Trott reported that the Learning Disabilities Association of Ontario had the opportunity to participate in a SEAC retreat sponsored by the York Region R.C.S.S. Board which included representation from the Ontario Association for Community Living, Association for Bright Children, Down's Syndrome Association, VIEWS, VOICE, Easter Seal Society and the Ontario Society for Autistic Citizens. On the issue of mainstreaming, all of the associations supported parental choice and all saw integration as a dynamic process representing the ultimate placement of the individual after he/she has acquired the requisite coping skills. None of the associations supported the concept of mainstreaming as an exclusive way of serving exceptional pupils in Ontario.

Mrs. Trott also circulated two handouts (attached). One is entitled "Personal Perspective" in which a learning disabled adult makes a strong case on the positive benefits of labelling. The second handout was entitled "Integrating a Classroom" which provides a positive "ideal" picture about integration of students.

**Down's Syndrome Association**
Mrs. Oommen reported that 50 people attended the February meeting to hear a Parent Panel discussion. The next meeting will be held March 27th, 7:30 p.m., Patterson Building, Chedoke Hospital and the speaker will be Dr. Rosenbalm of Chedoke who works with physically handicapped children.

Mrs. Oommen inquired if our policy regarding PA days for Trainable Retarded students would change with the closure of Vincent Massey.

Mr. Adams responded that the PA days are split between both the elementary and secondary schedules to allow for inservice with staff in those areas, and one date that is separate and which allows for inservice with all staff.

Mrs. Oommen then asked about the review of the Mentally Retarded curriculum and asked if there would be an opportunity for the committee to review it prior to implementation. She was concerned that a section about being called names needed updating under the Human Rights Legislation. She wondered if the committee would encourage that these changes be incorporated into the curriculum for EASL and regular students as name calling affects all children of different ethnic backgrounds.

Mr. Adams agreed to make the curriculum available to the committee to review and make recommendations. He added that in schools with mentally or physically handicapped children, the students in those schools are far more tolerant of the disabled than students in schools without such a population.

Mrs. Bishop considered it to be broader than just handicapped students, and included those of different ethnic backgrounds. She wondered how this concern could be addressed, and whether it is a concern under the Race Relations policy. She was not aware of the disabled being included in the policy.

Mr. Adams suggested reviewing the applicable areas in the curriculum and Race Relations policy.

Mrs. Bishop then suggested she write the Curriculum Department on behalf of this Committee drawing attention to our concerns.

Mr. Yurkiw noted Mr. S. Barrs would have packages available about such social skills for different grade levels. He then added that Dr. H. Hundert has made himself available to this Board and is very interested in working with exceptional children, in particular working towards integration of TR's and development of social skills. He noted several opportunities have occurred to do collaborative proactive work with our staff.

Dr. Newberry suggested this Board should not have outsiders come in and felt our own staff was capable. Further, she emphasized that Dr. Hundert's approach was only towards integration.

Mr. Yurkiw indicated that we are encouraging all the community support we can get, particularly in areas where professional expertise is made available to the schools.

<u>Hamilton & District Association for the Mentally Retarded</u>
In the absence of Dr. Marshall, Mrs. Oommen reported a meeting will be held March 28th, at 191 York Blvd., with regard to voting for a change in the Association's name. Mr. Brian Shields, the new Executive Society Director will speak.

<u>Hamilton & District Society for Disabled Children</u>
Ms. Dalziel reported that the Society commenced in 1951 as a charitable organization whose prime focus until 1978 was the Cerebral Palsy Centre. In 1978 the Centre became part of Chedoke Hospital and the decision was made to provide financial assistance to programs for disabled children which are not fully funded by other organizations. She outlined two programs that the Society has financially supported. The first is a Dental Clinic which has been expanded to meet the needs of mentally disabled children in the community as well as all children housed at Participation House and Rygiel Home. This service is provided regardless of the financial status of the family. The second project is the Exercise and Nutrition Centre housed at Chedoke Hospital, to which the Society committed $250,000 for the initial equipment needed in the set-up. Funding is now restricted to purchases of large equipment. The Society is also involved in other activities such as Operation Employability,

Summer Games for the Disabled, Equestrian Association for the Disabled, the resource pamphlet "Starting Point, and, most recently, an on-going commitment of $1.3 million to the Children's Development Rehabilitation Program.

She emphasized the Society's mandate is not to provide financial assistance to individual children but to attempt to ensure services are available. The Society has twelve Board members and money is raised through investments, bequests, presentations, and a yearly fund raising letter within the area of Hamilton-Wentworth, Haldimand and the City of Burlington.

Ms. Dalziel explained in response to Mr. Desmarais' question, that the Society has twelve Board members and considers anyone making a donation a member. Ms. Dalziel donates one day a week of her time and is the only 'permanent staff' member. Anyone wishing to contact the Society can do so as the Society maintains a telephone at the Children's Development Rehabilitation Program.

Mr. Desmarais noted the value of learning about the different organizations represented within the SEAC membership.

Mrs. Bishop will contact Ms. Dennis regarding a five minute presentation at the April meeting.

Chairman's Report

a) Mrs. Bishop explained the second motion re psychological services went to the Board but in view of the costly Budget presented to the Trustees, she warned that the possibility of increased staffing this year was slight. However, trustees were now aware of the need and seemed supportive of the motion's intent.

b) Mrs. Bishop circulated two partial excerpts from a book by Chris Nolan who has cerebral palsy and can only communicate through a typewriter. One article relates to an interview for admission to school and another relates the experience of participating in a school play; a copy of which has been sent to Mr. Orlando.

At this point, Mr. Adams interjected that Mr. Orlando had indicated at an Accommodation discussion that consideration of stage accessibility would be included in new buildings.

Dr. Newberry also recommended members take any opportunity to hear Norman Kunc speak on integration as she had thought his presentation was fantastic.

c) Mrs. Bishop referred to a draft information pamphlet on the Special Education Advisory Committee (attached) and asked members to please contact her with any suggestions for improvement. This pamphlet will be one of several being produced by Mr. Ed Weins to educate the public about the Special Education and Services Department.

d) Mrs. Bishop made available to the members an announcement regarding long term care initiatives being instituted by the Regional Advisory Committee for the Physically Disabled. She was hopeful that member associations would be interested in providing feedback from the community to build a planning base for long term, non-institutional care, having quality of life while living in the community. (attached)

S.E.R.T. & Integration Update

Mrs. Bishop introduced Mr. Ed Weins, Consultant, Special Education, who is currently on exchange from the Halton Board.

Several members had concerns about Mr. Weins making his presentation at such a poorly attended SEAC meeting. Mr. Weins stated he was willing to return next month, and Mrs. Bishop accepted, while apologizing for the inconvenience.

Assistant Superintendent's Report

a) Mr. Yurkiw received a communication from the Region requesting co-operation from schools in indicating areas that require wheelchair ramping within the school neighbourhood (as opposed to the school property). (attached) Principals will be informed of the contact person Lindsey George, 546-2185.

Mrs. Oommen added that as a member of the committee, she believed ramps could be requested on corners to allow children access to the neighbourhood store, etc.
Mr. Adams found it interesting that ramping assists those in wheelchairs or elderly in motorized vehicles, but makes it more difficult for the blind to identify corners.

b) Mr. Yurkiw announced that as Mr. Adams is participating in an exchange with the Haldimand Board effective the end of this week, it has created tight time lines regarding the Annual Report. He stressed the brevity of the report desired by the Ministry regarding Special Education and circulated a draft copy of the Seventh Annual Review which consists of a two page report and a number of appendices outlining special initiatives. He asked the members to review the draft and make any recommendations to either himself or Mrs. Bishop. It is expected the recommendations and draft will be reviewed and brought back to the April SEAC meeting before going to the Board and the Ministry.

Mr. Adams proceeded to briefly review the draft Annual Review with members.

Mrs. Oommen referred to the government's mention of quality assurance in programs and raised the issue of whether teachers receive annual performance appraisals.

Mr. Adams noted there is an evaluation tool presently in the system though it is not used by all principals. He pointed out that the Ministry is looking at a process of evaluating programs and what is included in that, rather than a teacher evaluation which is conducted by the principals and Superintendent of Schools. Mr. Kunc clarified that evaluations are not done annually, but closer to once every three years or as necessary. Mr. Yurkiw noted this is a negotiated process with the Federations.

Mrs. Oommen emphasized the importance of evaluations in correcting problems.

Dr. Newberry added that it was an excellent suggestion, however any recommendation from the this committee could only be made in conjunction with Special Education teachers.

Mrs. Trott referred to page 10 regarding the SERT formal evaluation process. Mr. Weins explained that 72 people participate in the pilot as well as resource teachers in 13 schools. Evaluation is on-going and is likely to be completed with a full report in June. This is an interim draft report. The formal evaluation is conducted by the Research Department.

On Page 28, Mr. Adams referred to the third bullet which should read 12 - 14 year age span.

Mrs. Trott queried if Educational Assistant numbers were included in this report. When Mr. Adams responded no, Mrs. Trott stated she understood we had 270 EA's and that was supposed to be cut to 60 this year. Both Messrs. Yurkiw and Adams denied any knowledge of upcoming cuts and questioned her numbers. Mrs. Bishop noted accurate information could be brought back from the budget process now underway.

<u>September Statistics</u>
Mr. Adams circulated forms used by the Research Department to provide special education statistical information to the Ministry each September. Mr. Jackson of the Research Department and Mr. Adams are creating a form for principals to indicate the required statistics. This form has not received Senior Management approval as of yet.

At Dr. Marshall's request, Mr. Adams explained Section 25 programs cover children in hospitals and detention centres. The salary is paid by the Ministry, though the teacher is under Board contract with the facility and has the same rights as any of our other teachers.

Dr. Marshall then questioned if these teachers were the equivalent of a Learning Resource Teacher or did they have any other associated training. Mr. Adams stated all have Special Education Part 1, as do all Special Education teachers. At the time interviews are conducted, a member of the facility concerned is present and has input on the teacher chosen

for the position.

Special Education Accommodation Report

Mr. Adams reviewed the excerpts (attached) and recommendations dealing with Special Education accommodation needs, stating it was well-received by the Accommodation Committee. (Wording has been amended to reflect a member's concerns about availability of treatment space within schools).

Report of the Annual Review Committee

Mrs. Bishop noted many of the issues included in Mr. Adam's report regarding accommodation were the same issues raised by committee members last month. As Chairman of SEAC, Mrs. Bishop offered to summarize these concerns raised by the members and present them to the Accommodation Committee.

Dr. Marshall then reviewed the summary of comments made by members at the last meeting regarding the Annual Review, highlighting the following concerns/activities:

-blanket statement supporting integration of all students,
-continued inservicing of all teachers and principals to deal with handicapped students,
-concern about transportation as it relates to home school being first choice and length of school day being affected by transportation i.e. school versus students' needs,
-alterations within schools prior to handicapped students entering that school,
-evaluation of programs, i.e. how many students finish high school and enter job market,
-concern that IPRC is under-utilized,
-improvement in resources: i.e. computers, psychological testing, treatment space, more resource and support for teachers dealing with behaviour problem students.

Mrs. Bishop stressed there is a difference between integration and main streaming and noted the need to clarify the difference before making recommendations to the Board.

Dr. Newberry wondered if there was a need to recommend anything to the Board as Boards received a Ministry directive that "Boards are mandated to offer a spectrum of services".

Mr. Wiens commented that his presentation next month would help clarify mainstreaming and integration. Mrs. Bishop agreed this would be valuable, as well as knowing the Board's understanding of these two terms.

Mrs. Trott requested clarification on several items of concern raised by members last month.

There were several situations of misunderstanding arising through wording of several issues, i.e. spectrum of services and integration in opposition.

Mrs. Bishop suggested that the sub-committee review the Report and make changes as necessary with a report coming back to the next meeting.

The meeting then adjourned.

Read and confirmed,

.....
Chairman

cv

# Personal Perspective

The August 16, 1989 *Chronicle of Higher Education* Opinion article by John Kelley, "Labels Like 'Learning Disabled' are Curses that Serve to Hinder Students' Development," evoked this response from one of our readers. Liz Keeney, Senior Tutor and Assistant Dean of Harvard University, has consented to share her reply, which appeared in the September 16th issue of the *Chronicle*.

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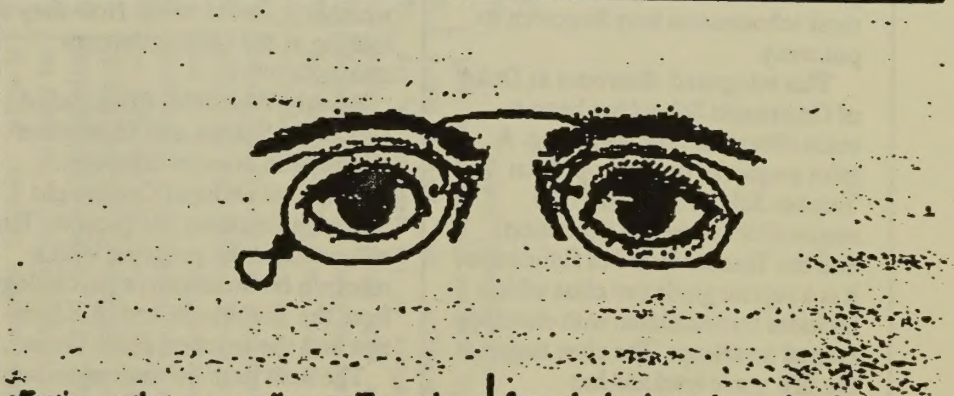
John Kelley's Opinion of August 16, suggesting that labeling students as learning disabled causes them to become lazy and to perform poorly in the classroom, shows remarkable ignorance and insensitivity. For those of us who are accurately diagnosed as being learning disabled, the label is not limiting, but rather a valuable tool for self-understanding and development. Those of us with unconventionally organized brains are much more apt to succeed when we know what is wrong and how to compensate.

Labeling is an essential piece of that process, not only clinically but pedagogically as well. If the label never leaves the clinic, as Mr. Kelley recommends, it cannot be used to shape an appropriate approach to learning, which is perhaps its greatest use.

If the high-school English teacher who rejected the label of "learning disabled" and insisted that I just needed to try harder, had instead understood that my visual memory is only one-tenth as



effective as that as most "normal" people, perhaps she would have responded by helping me to devise better strategies for approaching tasks-- like proofreading-- that I could not do effectively in conventional ways. By choosing instead to label a hard-working person as "lazy" and "careless," she sent me the message that no matter how hard I worked I would never be able to write effectively.

Only the knowledge, provided by appropriate clinicians, that my problems with writing resulted from a learning disability kept this incident and others like it from resulting in the sort of failure to develop that Mr. Kelley ascribes to being labeled as learning disabled.

Mr. Kelley's problem may arise in part from the haphazard way that the term "learning disabled" is used in many circles. As an administrator he may well be in a position to insist that members of his institution use it accurately and constructively so that students who are truly learning disabled will not face the curse- real or imagined- that Mr. Kelley has illustrated. His energy would be better used in this way than in attacking the label, which does have appropriate and helpful uses. Checking one's label at the door of the classroom will not cure one's learning disability. Neither will working harder. Removing attitudinal barriers and educating teachers and students will help far more.

• • •

# Integrating a Classroom

## *A pilot project*

On a Friday morning, children sit in a semi-circle at the front of a brightly decorated classroom. They are reading a story, when their teacher notices that the mom in the story carries a briefcase. "What might she be?" she asks.

"A Doctor," squeals one child.

"A Nurse," suggests another.

"She could work at the Toronto Star," says a third.

The students split into groups of three to work on exercises. They consult with one another as they work, and when they finish they point out scissors or pencils that their schoolmates have forgotten to put away.

This integrated classroom at Duke of Connaught School has been a team effort from the beginning. A pilot project of the Metropolitan Toronto School Board (MTSB, responsible for special education) and the Toronto Board of Education, it is a regular grade two class which includes three children with developmental handicaps. The class began at the first grade level and has continued to the second grade.

"We want to look at the programming," says Beverly Whitfield, Principal of William J. McCordic School, MTSB, "to see how it works and then make some recommendations or at least summarize so that others can benefit from what we've learned."

### Not common

The pilot class has a maximum size of sixteen students. Right now there are fifteen children in the class, three of whom have developmental handicaps. A regular elementary school class in the primary grades has twenty-two or twenty-three students.

The class is staffed by a teacher experienced in special education and a full-time educational assistant.

The three students with developmental handicaps have no additional handicapping conditions, such as deafness. They have come from regular classes which were quite large. Then they were admitted to McCordic School for special education where they received individual training in terms of school routines. They are the same age as the other students and are from similar communities.

The Duke of Connaught students were selected because of their work ethic; they are children who can stay at a task. Each year, the principal sent twenty letters home to parents, informing them of the project. Eighteen parents sent letters back saying that they would approve of their child being a part of the class. Twelve students were selected.

Last year, the team of people evaluating the project were seeing whether it would work. Now they are looking at the factors that are making it work.

Beverly Whitfield, Principal of McCordic School and its satellite classes, and Stewart Graydon, Principal of Duke of Connaught School, administer the project. They will evaluate the program with a research co-ordinator, a psychologist from the Toronto Board of Education and the teacher, Janet Guest.

The next item on their agenda is whether the project will be continued. If so, should it carry on with the same three students with developmental handicaps to grades three, four and five? Or should they start with new students in grade one?

All of the students in the class are being pre- and post-tested academically and in terms of communication. They are also pre- and post-testing three students in McCordic School's special education program and another grade two class at Duke of Connaught. The evaluating team will use these results to make future decisions.

When asked how far she thought the project could go, Beverly Whitfield replied that in her experience, there seems to be a point at which integration sometimes breaks down.

"I think that happens because the socialization is one thing, but around the ten-year-old level, differences in reading ability, game playing skills — the gap just becomes larger. So that often students who are naturally wanting to play with each other at a primary level, because of academic differences, don't always want to do that at an older level.

"Lots of children go to a regular kindergarten and grade one class, and then come to McCordic or a school like ours at an older age... I think the child's happiness in his everyday school program is what counts," Whitfield explains.

### What we've gained

According to Stewart Graydon, the students are making gains, especially in the language area.

"One child wasn't communicating, and he is now. The students (with developmental handicaps) are starting to try to read and write."

Beverly Whitfield adds, "If we can say right now, what has been the greatest benefit, it has been socialization."

Janet Guest, their teacher, has had it remarked to her that the students in her class are wonderfully co-operative with each other.

"They are a team!" she affirms.

### A long time coming

Integrated education was part of the dream that gave birth to MTACL. In 1948, Victoria Glover wrote a letter to the Toronto Star that resulted in the formation of the association that was to become MTACL. Her letter called for, among other things, integrated schooling.

In 1972, when the Metropolitan Toronto School Board (MTSB) instigated the first special education classes in a regular school, MTACL members Dr. Ronald Christie, Jim Turner and Bill Wray were on the MTSB Advisory Committee that recommended this action. The classes were successful and led to the establishment of the current sixty-five (approx.) MTSB classes in the regular school system.

In the late '80s a Task Force was struck that recommended the total divestment of MTSB program responsibility to local Boards of Education. MTACL was part of this task force and proposed the pivotal recommendation. In 1991, all MTSB personnel will be transferred to the Area Board in which they are providing service.

Up to now, a child was either in the regular school system or the special education system (MTSB). Under the new system, all the students in a school (like the Duke of Connaught) with an integrated classroom will have the same principal. And any child with a developmental handicap who is in a regular class will have access to the special education resources of the MTSB.

DRAFT

# SPECIAL EDUCATION ADVISORY COMMITTEE (S.E.A.C.)

## COMMITTEE COMPOSITION

Every board of education is required to establish a Special Education Advisory Committee consisting of representatives of local associations, the trustees and the community. All members must be Canadian citizens, over 18 years of age, residents of Hamilton, and public school supporters. They cannot be Board employees. The local associations are those that operate to further the interests and well being of exceptional children or adults, are incorporated within the province, but are not organisations of professional educators.

Trustee Representatives:

Judith Bishop (Chairperson): 528 7740
Mary Caye Clarke (Chairman of the Board): 385 1790
Jean Desmarais (French Language Section):544 8428
Peter Kennedy : 383 3522

Community Representatives:

Vida Mazza, Hamilton-Wentworth Home Care Program : 523 8600
Geraldine Schraa, Augmentative Communications Collective : 521 2100 ext 7833
Dr, Jeffers Toby, Ontario Psychological Association: 528 6058

## WHAT THEY DO

The Committee meets on the third ~~Monday~~ Wed. of each month from September to June at the Education Centre of the Board, in rooms 2-4 at 7.00 p.m. Meetings are open to the public.

The Committee may make recommendations to the Board on any matter affecting special education programs and services for exceptional pupils. It is particularly charged with considering and advising the Board on the Annual Review of Special Education requested by the Ministry of EDucation.

In operation since 1982, the Committee has been active in many areas which effect the exceptional pupil. The Board has accepted its reports on Accessibilty of Schools, Transportation of Special Education Students, and Procedures for the Provision of Medication to Students in School, which now form the basis of the Board's policies in those areas. The Committee has prepared two brochures which explain special education to parents. It has sent briefs to the Board concerning programs for the gifted student, and child care and exceptional pupils. Representatives from SEAC have sat on the Steering Committee of Operation Employability, the Review of Gifted Education Committee, the Behaviour Disorders Committee and the Ad Hoc Committee reviewing Diagnostic and Resource Teams in each school. Agendas always comprise reports from the members of the associations, the superintendent, and the co-ordinator, and reflect SEAC's consistent concern for quality programs provided in the least restrictive manner that is appropriate for each student.

## LOCAL ASSOCIATIONS REPRESENTED

Association for Children and Adults with Learning Disabilities
Sylvia Trott: 545-1964

Association for Bright Children
Sandra Knol: 522 0620

About FACE
Sophie Dennis: 527 8539

CNIB Parents' Committee
Jeff Foster : w: 528 8555 h: 389 9465

Down's Syndrome Association of Hamilton
Frances Dunsent 383 4779

Hamilton Council of Home and School Associations
Liz Warren :525 0358

Hamilton and District Society for Disabled Children
Malda Dalziel w : 521 2100 ext 7416

Hamilton and District Association for the Mentally Handicapped
Dan Marshall :

Hamilton and District Parents of the Physically Handicapped
Judy Masters : 383 2384

Ontario Society of Autistic Citizens, Hamilton-Wentworth Chapter
Ian Adamson W: 1 688 5550 ext 3917 H:383 6885

THE REGIONAL MUNICIPALITY OF HAMILTON-WENTWORTH

Regional Advisory Committee for the Physically Disabled
c/o Department of Social Services
119 King Street West, 13th Floor
Hamilton, Ontario

Mailing Address:
P.O. Box 910, Hamilton, Ontario
L8N 3V9

**LONG TERM CARE SUB-COMMITTEE (REGIONAL ADVISORY COMMITTEE FOR THE PHYSICALLY DISABLED - MEMBERSHIP**

February 26, 1990

Judith Bishop, member, Regional Advisory Committee for the Physically Disabled 528-7740

Mike Pennock, Social Planning and Research Council 522-1148

Geraldine Copps, Chairperson, Regional Advisory Committee for the Physically Disabled 546-2730

Aznive Mallett, Executive Director, PATH Employment Services and member of the Regional Advisory Committee 545-3475

Carole Capling, Program Supervisor, Ministry of Community and Social Services 521-7624

Rick Jackman, Manager, DISH and Advisory Committee member 529-3139

Barbara MacKinnon, Executive Director, Head Injuries Association and Advisory Committee member 523-8852

Ann Denholm, member, Hamilton District Health Council 577-1098

Mary Thomas, VON and Advisory Committee member 572-2534

Lindsey George, staff resource, Regional Advisory Commitee for the Physically Disabled 546-2185

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March 18, 1990

**To: Agencies and Groups Concerned with Accessibility for Disabled and Senior Persons**

**From: Regional Advisory Committee for the Physically Disabled**
**Lindsey George, Staff, 546-2185**

**Re: Retro-fitting of wheelchair ramps in Hamilton (1990)**

The City of Hamilton has approved a substantial budget to retro-fit wheelchair ramps during 1990. Retro-fitting is done for those areas where there is not presently wheelchair access and the area is not scheduled for reconstruction in the next two years. Wheelchair ramps are automatically put in when sidewalks are reconstructed.

We would like to assist the Engineering and Public Works Departments by preparing a list of places where wheelchair ramps should be a priority to enable disabled persons and seniors to more easily access the community.

We would like as much information as possible by March 16th; however, feel free to call us at any time, if you have suggestions. We can't guarantee that all wheelchair ramps that need to be will be built this year. We will inform those who make suggestions of our progress.

Please call Lindsey George at 546-2185 with suggestions or for further information.

## Special Education Accommodation Report (excerpts)

In order to address the relevancy of the special education accommodation needs and the space availability in the schools across the city of Hamilton, the core components of the **Intervention Model for the Decentralized 90's** need to be outlined so they can be viewed in the proper perspective, relative to the current accommodation status.

The "model" promotes the following:

- a spectrum of service for all exceptional students which ranges from self-contained Area/system classes to teacher support in the regular classroom
- a continued emphasis on integration into the regular classroom from self-contained classes
- a shared responsibility with the regular classroom teachers in providing for exceptional students and those needing learning assistance
- a decline in the number of self-contained classes as in school resources are available to intervene and provide appropriate special education programming
- the continued utilization of the Diagnostic and Resource Team (D.A.R.T.) concept of addressing exceptional students and those "at-risk" in each school
- a school-based resource team of special educators, the numbers and members of which are dependent upon the identified needs of the particular school

This model, when fully implemented throughout the system will require "appropriate accommodation" in individual schools, at the elementary and secondary level, such as:

- sufficient space for the in-school Special Education Resource Team to effectively discharge its mandate in providing for all students with learning problems
- a meeting room to convene Diagnostic and Resource Team (D.A.R.T.) meetings that are conducive to confidentiality and professionalism

- suitable space for the assessment and treatment of students by support staff such as speech and language pathologists, psychometrists, occupational therapists etc.

- assigned rooms for self-contained Area/system classes for specialized programs in concert with the "spectrum of services" concept

- classroom space across the city to accommodate the growing number of E.S.L. students moving into the Hamilton area

- school accessibility to address public demands that all students attend their neighborhood school and not be transported to another school/Area

In addition to the aforementioned, consideration should also be given to the following concerns which are related to special education and accommodation

- a process to locate/relocate self-contained Area/system classes across the five Areas of the city

- the growing tendency of parents to request that their exceptional child be accommodated in their neighborhood school, which could have major implications depending upon the physical attributes of the building and the student's handicap

- appropriate regular class sizes that would allow schools to effectively balance and integration and withdrawl program depending upon the needs of the identified students

Since the early 1920's, special education services have been an integral part of the educational programs offered to the students of Hamilton and the accompanying accommodation needs have always been realized. With additional accommodation pressures on the horizon, such as reduced class sizes and the possibility of full day Kindergarten programs, our system must not lose sight of the accommodation needs of the programs for exceptional students.

The charts on the following pages indicate the elementary schools in Hamilton and the special education services available in each school.

## RECOMMENDATIONS

1. **That the number of regular classes in a school be considered when locating/relocating self-contained classes.(Area and System)**

2. **That age appropriate environments continue to be a priority in the placing of special education self-contained classes (Area and System).**

3. **That the size of regular classes be considered in schools where integration/withdrawal programs are a priority.**

4. **That the accommodation implications of the Intervention Model be recognized as the plan is implemented.**

5. **That when new additions and/or schools are built, classroom and special facility availability be assigned to special education in concert with the special education model.**

6. **That the ongoing program of "Updating" schools for physically disabled accessibility continue as scheduled.**

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URBAN MUNICIPAL
JUN 18 1990
GOVERNMENT DOCUMENTS

# MINUTES OF THE SPECIAL EDUCATION ADVISORY COMMITTEE
## 1990 05 16

Present: J. Bishop (Chairman); Trustees Desmarais and Kennedy; Mesdames Masters, Mazza, Schram, Trott, Dr. Newberry and Mr. Adamson.

Not Present: Trustee Clarke; Mesdames Dalziel, Dennis, Oommen, Ormerod, Warren, Mr. Foster, Drs. Marshall and Toby.

Also Present:
B. Jazvac (Secondary School Principals' Association)
A. Kunc (Hamilton Principals' Association)
A. Mutart (Hamilton Teachers' Federation)
E. Wiens (Consultant, Special Education)
N. Smith (Chairman, Elementary L.R.T. Committee)
E. Corcione (Special Education Consultant)

Officials Present:
J. Yurkiw, Assistant Superintendent, Special & Education Services
E. Hipkiss, Acting Co-ordinator - Special Education

Mrs. Bishop called the meeting to order and offered regrets on behalf of Mesdames Clarke, Dalziel, Dennis and Warren.

As there was no quorum, it was agreed to proceed with the meeting for discussion purposes only of the agenda items.

## GENERAL

## BUSINESS ARISING OUT OF THE MINUTES:

Member Organization Update:
Association for Children and Adults with Learning Disabilities
Mrs. Trott reported some highlights of the recently held annual Council for Exceptional Children conference attended by teachers from the three area school boards. She noted Ms. Dorothy Tilbury won the President's Award. Mrs. Trott said she had the opportunity to speak about her Association, its history, philosophy and concerns. She spoke on the "touchy" subject of why parents are so angry when children get into Specific Learning Disability classes. She added it was a worthwhile experience and was pleased to have the opportunity to speak.

At this point, Mrs. Trott referred to the concern raised by Mrs. Jazvac regarding Mr. Ed Wiens' presentation at the last committee meeting. She said the members' unfamiliarity with the terms used by the presentor may be one reason for their lukewarm response. Mrs. Trott wondered if there is a way to avoid this situation in the future. Since Mr. Wiens' presentation, Mrs. Trott had spoken with teachers who highly praised the SERT pilot program.

Mrs. Bishop said she had already discussed the situation at length with Mr. Wiens and concluded that too much material had been presented with too little time for discussion. She suggested the members consider a motion of support for the SERT pilot program; however, as a quorum was lacking, no action was taken.

Hamilton and District Parents of Disabled Children
Mrs. Masters had no report.

Augmentative Communications Collective
Mrs. Schram reported fund raising is continuing for the travel expense of Paul Marshall, the Association's essay contest winner who will be attending the bi-annual conference in Stockholm, Sweden.

Hamilton Secondary Principals' Council
Mrs. Jazvac reported Ms. Trish Fulton will represent the Council for the upcoming year and will be introduced to the members at the June meeting.

Hamilton-Wentworth Home Care Program
Mrs. Mazza reported they continue to administer the Health School Support Services in School Program despite earlier possibilities of a shift in the administration. She noted the evolving changes on site that include catheterization and shallow suction by Educational Assistants.

Mr. Desmarais expressed his disappointment in the lack of quorum at tonight's meeting and recalled similar difficulties in previous meetings. He wondered if the missing representatives were the same at each meeting and if so, the Associations might consider appointing another representative who is available. Mrs. Bishop was also concerned and assured him she would look into this matter. She noted that up until a few months ago, a quorum had never been a problem.

Ontario Society of Autistic Citizens
Mr. Adamson reported that a member of his Association expressed concerns for her autistic daughter's chances of obtaining proper accommodation. He added this member has looked into various options including trying to start a home. Mrs. Bishop advised Mr. Adamson to discuss the situation with Mrs. Masters and also suggested getting in touch with the Woodview Association, a Community Living Project, or the Kinrad House for Autistic.

Community Resource Chedoke-McMaster Hospitals
Dr. Newberry had no report.

About FACE (Facial & Cranial Abnormalities)
Mrs. Dennis was unable to make her presentation; she is to present at the June meeting.

Chairman's Report
Mrs. Bishop expressed her pleasure for Ms. Dorothy Tilbury's award during the C.E.C. conference.

Mrs. Bishop brought the members' attention to the handouts earlier distributed: (a) a registration form for the workshop, Empowering Ourselves "Consumers & Providers Building Skills for Living", to be held on 1990 06 14 at the Education Centre; (b) invitation letter from the Long-Term Care Sub-Committee of the Regional Advisory Committee for the Physically Disabled about a meeting for Thursday, 1990 05 31, at City Hall; (c) the Board's info sheet, Information about the 1990 Public School Budget -Your Education Investment; and (d) her memo to the Board's Accommodation Committee re Concerns over Accommodation from SEAC.

Mrs. Bishop said her memo highlighted the description of classes by area and the recommendations reflected were taken from SEAC reports. She also informed the members that the Special Education Seventh Annual Review was taken to the Board and passed on to the Ministry of Education. Mrs. Bishop noted that the Recommendations of the Special Education Advisory Committee on the Annual Review of Special Education were referred to the officials for comments.

Relative to the Transportation issue, Mrs. Bishop said there is an internal review being conducted and a report is expected in July. She encouraged the members to provide her with their input (suggestions/recommendations) to this review following the meeting.

Presentation - Friends of Schizophrenics

Mrs. Bishop welcomed the presentors, Mesdames Jo Peterson and Noreen Filion. Mrs. Peterson said schizophrenia is classed as a brain disease, caused by a chemical imbalance due to too much dopomine in the brain.

Mrs. Peterson provided a detailed description of schizophrenia, highlighting its main symptoms as bizarre behaviour, becoming very unkempt, foul language, talking to one's self, hallucinations, and developing a withdrawn personality. She said the ratio of contracting this personality disorder is one in every 100 persons and prevalent to males in the 16-plus age bracket and women in their early 20s. In general, people over 35 are not likely to become schizophrenic. Mrs. Peterson said the Association, which has been in existence about 10 years now, helps families of schizophrenics cope with their situations.

It was observed that there is a great stigma associated with schizophrenia and Mrs. Peterson stated this prevents families from coming forward to seek help. Based on feedback, Mrs. Peterson said a common concern among these families is their schizophrenic relatives' chances of continuing their secondary education and where proper assistance could be obtained. Based on percentage rating, Mrs. Peterson reported that 33% of schizophrenics have only one attack and could go back to school or work, another 33% maintain menial jobs while the last 33% would be a loss to society. She stressed the Association aims to assist schizophrenics obtain work skills through education to enable them to work the best way they can.

It was emphasized to the members that the Friends of Schizophrenics decided to present to this committee as they were aware it has an access program. Mrs. Peterson said that, currently, not enough information appeared to be available at the school level. She expressed hope the school system would have more compassion and understanding of the nature of this disease because schizophrenics are also taxpayers and should have equal opportunities. When questioned by Mr. Yurkiw about the "access program", Mrs. Peterson was unable to elaborate further.

Mr. Kennedy expressed his interest with the presentation. He cautioned, however, that the responsibility for attending to schizophrenic students in schools should not entirely rest with the principal. He said families of these students should be responsible for providing the school staff with medical information, e.g. doctor's diagnosis/prescription, to have a straightforward approach during emergency situations.

Mr. Desmarais commented the school staff could not be expected to identify the problems with schizophrenics particularly in situations where the families refuse to come forward and seek help.

Mrs. Bishop clarified that the Association is requesting the school staff be more aware of student needs and more responsive. Mrs. Peterson stressed the need for better understanding of schizophrenics. She said the Association is putting together a package of information that would be made available to school boards.

Responding to Mr. Adamson's inquiry as to whether the Association has approached SEAC regarding membership, Mrs. Peterson said the Association's Director had asked for consideration. Mrs. Bishop provided the presentors some background information about SEAC and distributed some helpful brochures which could guide the Association in seeking assistance. Dr. Newberry considered the discussion useful and similar to that of Learning Disabled, which fosters better understanding and response. Mr. Desmarais urged the presentors to provide further information about their Association's activities and programs as this could be used by SEAC in determining

In his discussion, Mr. Corcione emphasized the guiding principles of the program which he said encouraged teacher-parent teamwork in addressing problem-solving situations for the students. In conclusion, Mr. Corcione expressed his pleasure for the opportunity of presenting the D.A.R.T. program at tonight's SEAC meeting and commended the committee's support and Mrs. Bishop's input in the preparation of the D.A.R.T. draft report. Mr. Wiens added that a D.A.R.T. procedure may be developed for the secondary schools using this as a basis.

Mr. Corcione circulated and reviewed the recommendations arising from the D.A.R.T. review. (Attached)

Mr. Corcione confirmed for Mrs. Trott there are parents who are willing to be involved with the D.A.R.T. program for their children while some parents do not respond to an invitation to get involved. Mrs. Jazvac said that perhaps the D.A.R.T. meeting schedule of every other Tuesday, 8:30 p.m. poses some problems for the parents. Mr. Corcione responded that timing is being looked at and any requests for a schedule change would be accommodated.

In reply to Mrs. Trott's inquiry on whether the D.A.R.T. Record Card goes into the Official Student Record (O.S.R.), Mr. Corcione said this is not a current formal practice although documentation is being considered by the D.A.R.T. co-ordinators. Mr. Kunc agreed with the idea of including the Record Card in the O.S.R. and added that, based on his experience, the Record Card provides valuable information in evaluating the student.

Mrs. Trott commented that providing information to parents should be a key component to the D.A.R.T. as, based on feedback she gets, parents become very frustrated being the last to know about their children's situations or the actions taken by the school in attending to their children's needs. She felt this situation sets up unnecessary barriers in communication. Mr. Kunc pointed out that informal remedial efforts are on-going. Mr. Corcione assured Mrs. Trott this issue is being addressed and that parents involved in a D.A.R.T. do receive information through correspondence or personal communication by D.A.R.T. representatives.

Mrs. Bishop commended the presentation and said the message of the D.A.R.T. program is very clear. She then thanked Mr. Corcione for his efforts.

Assistant Superintendent's Report

a) Mr. Yurkiw provided the members with an update on the number of Educational Assistants. He emphasized that the main concern at this time is the growth in number of these Educational Assistants in the system, which is due to a number of reasons. He noted that, given the budget constraints, the plan is to freeze the current number of 244 Educational Assistants and closely look at assigning them across the system.

   Mr. Yurkiw stated that 70-75 of all Educational Assistants are on Special Assignments. They are unionized and, through pay equity, their rates of pay now range from $14.00 to $16.00 an hour. Currently, Mohawk provides a certificate course and many of these Educational Assistants are receiving special training.

   In response to Mrs. Trott's query, Mr. Yurkiw clarified no additions or reductions are contemplated for the number of Educational Assistants at this time; the Educational Assistants on hand would only be re-assigned to new areas.

Co-ordinator's Report

Mr. Hipkiss informed the members of some key activities lined up for special education:

a) The Annual Review of exceptional students
b) IPRC process review until end May 1990
c) Meeting (1990 05 15) with parents of students being considered for the Gifted Program; week of May 28 was set aside for IPRC's for these students
d) 1990 06 19 - IPRC for developmentally disabled students
e) 1990 06 04 - Transitional Work Experience Program; recognition night will be held in the Board auditorium to note employers and students involved in this project

Mr. Hipkiss reminded the members about the planned retirement receptions for Messrs. P. Beveridge (1990 05 24 at the Hamilton Convention Centre) and Mr. J. Yurkiw (1990 05 28 at Sir John A. MacDonald Secondary School).

The meeting then adjourned.

Read and confirmed,

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CHAIRMAN

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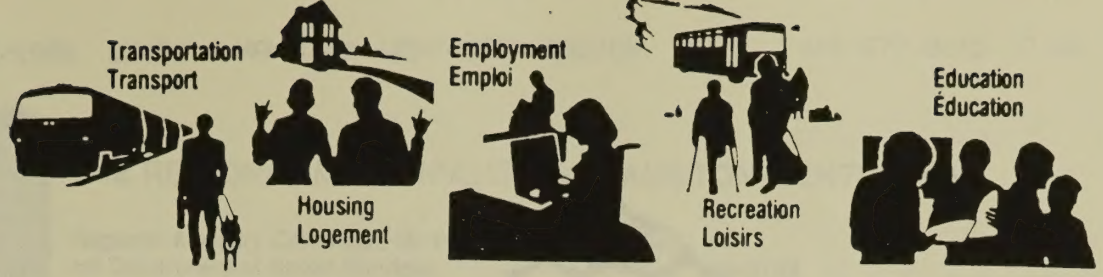



3rd Annual National Access Awareness Week
"Housing Subcommittee Workshop"

# EMPOWERING OURSELVES

## "Consumers & Providers Building Skills for Living"

A workshop exploring how we as disabled and non-disabled individuals learn to take charge of our lives. After examining our own learning styles, participants will focus on how we can break some of the barriers to empowerment.

### KEYNOTE SPEAKERS

- Mr. Michael Coxon - Executive Director of the Oshawa District Association for Community Living
- Mrs. Aznive Mallett - Executive Director of PATH Employment Services

**Date:** *Thursday, June 14, 1990*

**Time:** *8:30 a.m. to 3:30 p.m.*

**Place:** *The Board of Education for the City of Hamilton*
*Lower Auditorium 100 Main Street West*
*Hamilton, Ontario*
*Accessible entrance on Bay Street side of building.*

Please return registration form by: June 7, 1990

**Registration Fee:** $20.00 by cheque or money order

**Paid to:** National Access Awareness Week Committee
c/o 12th Floor 119 King Street West
P.O. Box 910
Hamilton, Ontario
L8N 3V9

**Further Information:** Lindsey George (416) 546-2185

## WORKSHOP AGENDA

**Thursday, June 14, 1990**

| | |
|---|---|
| **8:30 a.m.** | Registration & Coffee |
| **9:00 a.m.** | Keynote Address |
| **10:00 a.m.** | Small Groups |
| **12:00 p.m.** | Lunch |
| **1:15 p.m.** | Learning Themes |
| **1:30 p.m.** | Small Groups |
| **3:00 p.m.** | Wrap Up |
| **3:30 p.m.** | Adjournment |

* An area for displaying program and agency materials will be available.
Please bring display materials between 8:30 a.m. & 9:00 a.m.

## REGISTRATION FORM

Name _____

Address _____

_____ _____

Telephone - Res. _____

Telephone - Bus. _____

Affiliation _____

☐ ASL Interpretation Required

☐ Wheelchair Seating Required
(For purposes of room capacity)

☐ Attendant Care Required

THE REGIONAL MUNICIPALITY OF HAMILTON-WENTWORTH

Regional Advisory Committee for the Physically Disabled
c/o Department of Social Services
119 King Street West, 12th Floor
Hamilton, Ontario

Voice 546-2185
T.D.D. 522-1787
Fax 577-0115

Mailing Address:
P.O. Box 910, Hamilton, Ontario
L8N 3V9

May 7, 1990

I'm writing on behalf of the Long Term Care Sub-Committee of the Regional Advisory Committee for the Physically Disabled to invite you to a meeting to discuss the Provincial Long Term Care Reform. Specifically, we want to discuss what impact this reform could and should have on meeting the present and future needs of physically disabled children.

Our committee has taken on the task of facilitating a community planning exercise to bring the community of consumers, informal care givers and service providers together to plan for the needs of physically disabled persons. Another group is working to do the same regarding the needs of seniors; however, we also recognize that one of the present difficulties in providing for the ongoing needs of disabled persons is the continuity of services across age categories. It seems to us that your input into our work is critical in ensuring that a persons needs will be met no matter what their age and that the transition from child to adult to senior is a smooth one.

We'd like to share with you the work we are doing and discuss how you would like to be involved in this process. I have enclosed some information about Long Term Care Reform for your information.

We have scheduled a meeting for

**Thursday, May 31st at 10:00am**
**City Hall, Room 233**

We hope that you, or someone from your organization, will be free to attend. If you have any questions or concerns, and to let us know if you will be able to attend, please contact me at 546-2185.

Sincerely,

Lindsey George, on behalf of the
Long Term Care Sub-Committee

## Information about the 1990 Public Schools Budget

# Your Education Investment

### Purpose of this Information Sheet

This sheet presents a quick overview of Hamilton's Public School System and its financial situation.

We hope this information will help you to understand the reasons behind rising costs. For further details, telephone numbers have been included throughout. Please don't hesitate to call us.

### Who are we?

The Hamilton Board of Education is a caring organization whose job is "*to educate children and adults to enable them to enjoy life as creative, contributing, responsible members of society.*"

Each year, we provide education for more than 60,000 students, ranging from Junior Kindergarten for four-year-olds to Secondary School education for youths and adults.

Hamilton's award-winning public school system continues to build the foundation for hundreds of thousands of students to proceed to post-secondary institutions, including Hamilton's McMaster and Mohawk College, or to go directly into employment. The Hamilton school system is clearly one of the attractions bringing new business and commerce into the city.

Education is a "staff-intensive" business. The Board has a staff of more than 6,000, including 2,678 teachers; 662 caretakers, cleaners and maintenance staff; 522 administrative and clerical staff; 692 lunchroom supervisors and others. We are the fourth largest employer in the Hamilton-Wentworth Region.

### Providing Education for Learners of all ages

We would like more adults to realize how much is now available to them through evening and adults-only daytime courses. Adults are often pleasantly surprised to learn how quickly and conveniently they can earn their graduation diploma. Many courses help people to qualify for better jobs. Call our Adult and Continuing Education Department for complete details at 521-2514.

### Community Partnerships

Our city has some of the best health care available anywhere. Through a cooperative approach with a large number of organizations, the school system is able to provide a wide range of services for students with special needs. Such organizations include the Cerebral Palsy Centre, Hamilton hospitals, Chedoke Child and Family Centre, Childrens' Aid Society, Literacy Council, Child Abuse Prevention Council and many more.

### Partnership with City

Through careful planning with City Hall, several Hamilton schools have been built on sites adjacent to parks. That way the school and its community can share their facilities seven days a week.

Several city swimming pools have also been attached to school gyms. The result is outstanding recreation complexes used during the day by students and by the entire community outside school hours.

***The Ontario Government is adding expenses each year, putting an even heavier burden onto the backs of Hamilton taxpayers.***

**Many new costs relating to government demands and other requirements have entered the budget this year. A few are outlined below:**

- **$1.9 million for the new Employer Health Levy. Remember those recent ads saying OHIP is now free? The Government has, in reality, shifted this to make it part of your education tax bill.**
- **$1.6 for Pay Equity. This is another Ontario Government demand imposed this year. It will add similar costs during each of the coming two years.**
- **This year, the Government legislated sharing of the commercial and industrial assessment tax base, leaving the Hamilton public school system with $100,000 less income from local businesses.**
- **Hamilton's total student enrollment is expected to climb by 750 this fall, requiring more staff and resulting in other additional costs.**

### Costs Related to Buildings

**The Hamilton school system operates 109 buildings (91 schools) with 6.5 million square feet of space.**

**This year, the Board is constructing three new schools, four major**



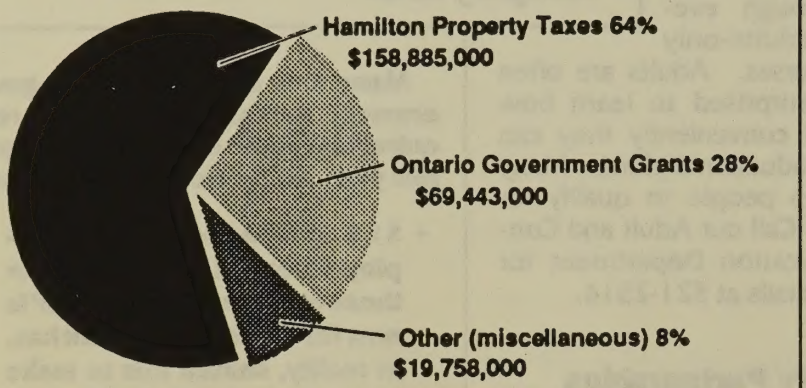
THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON 100 Main St. W., Hamilton, Ont., L8N 3L1 (416) 527-5092

additions and doing several renovations amounting to more than $30 million. Extensive housing growth on Hamilton's South Mountain has led to the need for two of these new schools. At the same time, many schools have reached an age at which they need major renovations or repairs.

Asbestos repair expenses entered the budget picture last year, bringing an unexpected cost of $1.9 million. A further $3.6 million will be spent this year. Asbestos alone has added $31 to the average education tax bill this year.

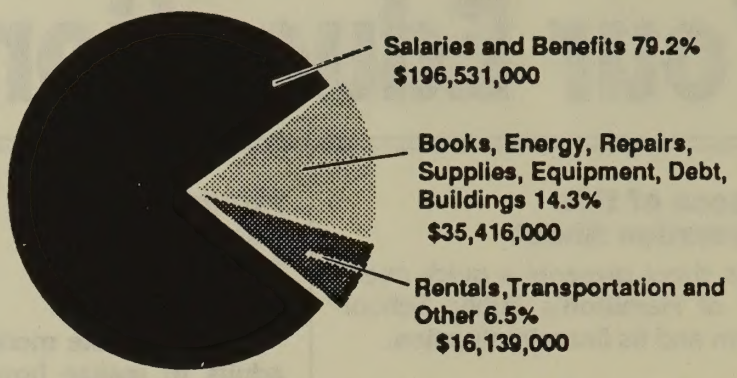
# The 1990 Budget

**1990 Sources of Money for Education**




## Where will the money come from this year?

**1990 Education Expenses**




## Good Investment

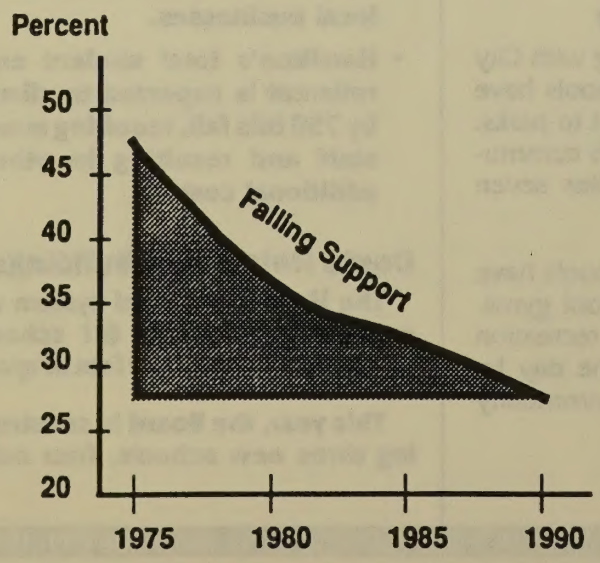
Approximately 96,000 Hamilton households are now supporting Hamilton's public school system, and many families enjoy direct benefits from the taxes they pay.

Others sometimes say, " But I no longer have kids in school. Why should I have to pay for education?" They overlook the fact that they often call upon the services of doctors, lawyers, dentists, bankers, home repair professionals and so many other citizens who bring comfort and security into our daily lives. The people we count on are products of the school system.

## Ontario is paying a smaller share each year

The graph (below) shows the hard facts. The Ontario Government is introducing new initiatives each year. Many are very expensive. At the same time, the Government continues to reduce its share of funding. During the last election the Government promised to return to the old 60% level of funding. It didn't happen. Hamilton taxpayers must pay an extra $2.5 million for every percentage decrease in Provincial grants.

**Ontario Government's Share of Funding**




## Comparing Costs

To place education costs into perspective—the average education tax bill, this year, will amount to approximately $2.41 per day. When we compare that to the daily costs of housing, operating a car, groceries etc., we see good value in education. Is there any investment that will have a greater and more positive impact on our future?

## How can I get more information?

Call Norm Forster, the Board's Information Officer, at 521-2508, or any of the numbers listed throughout this brochure. Also, please don't hesitate to call the Principal of your neighbourhood school. That is an excellent way to get first-hand information on education opportunities available to you.

**The Board is made up of 21 Hamilton taxpayers like yourself. They are your elected representatives who shape educational policy to suit local needs. They are responsible for staffing, long-range planning, setting the annual budget etc. The day-to-day operation of the schools is carried out by staff under the leadership of the Director of Education.**

**Mary Caye Clarke**
**Chairman**

**Keith A. Rielly**
**Director of Education**

**THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON**
**100 Main St. W., Hamilton, Ont., L8N 3L1 (416) 527-5092**

Memo

April 24 1990

To: Members of the Accommodation Committee

From: J.Bishop, Chairman of SEAC

Regarding: Concerns over accommodation from SEAC

These items reflect the same perspective that was presented to you by Bob Adams.

a) SEAC hopes that when new additions, or schools are built, not only is a classroom made available for special education purposes, but that appropriate space for treatment ( speech pathologists, physiotherapists, and occupational therapists) is considered.

b) SEAC wishes to reduce the distance children must travel to self- contained classrooms, and to cut down on transportation time. There is concern that there is not an equitable spread of self contained classrooms by area. Please see the attached table.

c) SEAC hopes that the number of regular classes in a school be considered when locating self- contained classes. There is a feeling that there are too many in some schools, which effects the program and integration that can be offered the student in those classes. Please see the list.

d) SEAC is still anxious that students be educated in age-appropriate environments.

e) Traditionally some classes have beeen considered system classes. It is important that ownership be taken of these classes by the system, and that they can be accommodated in appropriate schools. Classes for the TR may result in five changes of school for some students, as they move from primary, junior, intermediate, senior, and secondary based programs all with different peer groups. There may be increasing pressure from parents, as is being shown at Seneca, for children to belong to a school, like the regular pupils.

f) SEAC warmly endorses the efforts of the Board to continue to update its schools to make them more accessible.

Schools with Large Numbers of Self-Contained Classes

| School | Autistic | BE | Speech | SLD | Gifted | GLD | TR | PH | Total |
|---|---|---|---|---|---|---|---|---|---|
| Elizabeth Bagshaw | | | 3 | 4 | | 1 | | | 8 |
| Hillcrest | | | | 2 | | 2 | | | 4 |
| K.George | | | | 2 | | 1 | | | 3 |
| Lake Avenue | | | | 2 | | 1 | | | 3 |
| Q.Mary | | | | 1 | | 3 | | | 4 |
| Viscount M. | | | | 2 | | | 2 | | 4 |
| Chedoke | | 1 | | | | | 2 | | 3 |
| Eastmount | | | 2 | 1 | | | | | 3 |
| Franklin R. | | 1 | | 1 | | 1 | | | 3 |
| Huntingdon | | 1 | | | | | 2 | | 3 |
| Linden | | | | 1 | 1 | | 2 | | 4 |
| Lisgar | | | 1 | | | | 1 | 1 | 3 |
| Westwood | 1 | | | 1 | 1 | | | | 3 |

Areas.

| | 1 | 2 | 3 | 4 | 5 | Total. |
|---|---|---|---|---|---|---|
| BE | 1 | 1 | 2 | 2 | 1 | 7 |
| Speech. | | | 3 | 2 | 2 | 7 |
| SLD | 2 | 9 | 18 | 5 | 7 | 41 |
| Gifted. | 4 | 3 | – | 4 | 3.5 | 14.5 |
| GLD | 7 | 9 | 7 | 4 | 5 | 32 |
| SERT. | 6 | 4 | 3 | 3 | 3 | 19 |
| System Austic | | | | | 2.5 | 2.5 |
| Hard of H. | | | | .5 | 3.5 | 4 |
| T.R. | 3.5 | – | 2 | 5 | 3.5 | 14 |
| P.H. | | | 2 | 1.5 | 1 | 2.5 |
| Asseso. | | | 3 | ~~1.5~~ | 3 | 3 |
| ESN | 17 | 6 | 4 | 4 | – | 31 |

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June 20th
Meeting REPORT OF THE
SPECIAL EDUCATION ADVISORY COMMITTEE
June 1990

Present: Trustee J. Bishop (Chairman); Trustee Desmarais; Mesdames Dennis, Knol, Masters Schram and Trott, Mr. Adamson and Dr. Toby.

Not Present: Trustees Kennedy and Clarke, Mesdames Dalziel, Mazza, and Oommen; Drs. Newberry and Marshall.

Officials Present: R. Adams, (Co-ordinator Special Education),
E. Hipkiss, (Acting Co-ordinator, Special Education)

Mrs. Bishop called the meeting to order and offered regrets from Mesdames Clarke, Dalziel, Mazza and Warren.

She then requested permission to allow Messrs. Adams and Hipkiss to present their material first to facilitate their attendance at the Hamilton Teachers' Federation retirement reception.

Noting there was no quorum, Mr. Desmarais suggested that the officials be released immediately. However, in discussion, it was agreed that information items be presented until a quorum is present.

When a quorum was present, it was

Moved by Mrs. Masters:

That the minutes of the 1990 05 16 meeting and the 1990 04 18 meeting be approved.

Mrs. Trott referred to her Association's 1990 05 16 update and requested that it be clarified that Mrs. Tilbury won the President's Award at the Council for Exceptional Children's Annual Dinner and that she was a long standing member of this Committee. The conference at which Mrs. Trott made a presentation was attended by teachers from three Areas.

Ms. Knol noted she had not been shown absent.

The motion was put to a vote and was CARRIED.

Developmentally Disabled (T.R.) - Update

Mr. Hipkiss referred to the earlier presentation to SEAC and the 20 years of remarkable changes in service to the Trainable Retarded population, now known as Developmentally Disabled. Due to the trade strike, the necessary modifications to adapt Sir Winston Churchill for the Vincent Massey School population have been delayed and the new proposed closure date for Vincent Massey is at year end. This will be documented in the Accommodation Report being presented to the Board later this month. A recommendation of the Review and Analysis Committee suggested the Senior Program/Curriculum be reviewed. A sub-committee was struck involving Curriculum staff and chaired by Mr. J. Bjegovich. A questionnaire will be forwarded from Mr. O. Jackson, Research Department, to the Developmentally Disabled population, SEAC Committee, educators, caregivers, etc., to establish direction for the coming decade. He noted the change in delivery model whereby students are assigned to a particular program for a five year period to provide stability in the secondary setting. As age 21 (the graduating year) approaches, the programming reflects more employment enhancement skills and community living skills, whether the student is independent or supported. The committee is looking at placement of these students in Sir Winston Churchill in age groups of 16 to 18 and 19 to 20. Currently four programs are operating: Sir Winston Churchill, Westdale, Sherwood and Hill Park. Within the elementary developmentally disabled population, all programs are within regular program and few changes are anticipated. Seneca

School has been divided into a primary and junior component. Some problems are being addressed due to age appropriate environment.

Mrs. Masters noted, once again, that the Developmentally Delayed and Physically Handicapped are the only populations with a school age limit and inquired about the possibility of changing the 21 year limit.

Mr. Hipkiss responded it is his understanding that the legislation requiring the age limit is under review and any part of that legislation, including the 21 age factor, may change. He has no knowledge of changes that may occur.

When Mrs. Masters commented that students keep turning 21, Mr. Hipkiss noted that communication lines between schools and community support agencies are strengthening so the departure from school is less abrupt for the students.

In response to Mrs. Masters' question about disabled students moving into the work environment, Mr. Hipkiss stated the first graduates from the Transitional Work Experience Program are leaving school this year and some of these students are going straight into the Transitional Employment Program operated by the Hamilton Association for Community Living. He acknowledged there was a waiting list for this program.

Mrs. Bishop stated she would talk to Ms. Rappolt about SEAC representation on the sub-committee. She thanked Mr. Hipkiss for his update.

Co-ordinator's Report

Mr. Adams briefly referred to his experience at the Haldimand Board, detailing some of the problems experienced by the demographics of the county (busing) and how these are handled in the Special Education program.

Ms. Knol asked if Mr. Adams would do a comparative report between the two Boards' Special Education programs. Mr. Adams indicated he had reviewed their Special Education program and prepared a report for the Haldimand Director, as Ms. Eves will prepare a similar report for this Board, but no comparison between Boards was intended.

Referring to the Haldimand Board's flexibility in terms of transportation, Ms. Knol asked how transportation problems affected programming.

Mr. Adams responded a number of options are available, including moving a child out of the program to provide space for an in-coming student; a situation parents are very understanding about. In the gifted program, students in one area will spend one day per week at a secondary school, sometimes necessitating the student to travel on three different buses.

Mr. Kunc referred to the school with a large mix of exceptional children, and Mr. Adams advised that the individual exceptionalities are self-contained, but also integrated into the school so the students move back and forth between the regular and self-contained programs.

a) Mr. Adams stated the Special Education Seventh Annual Report has been accepted by the Ministry, and although no written confirmation has been received, a verbal response indicates they are satisfied with the Report.

b) Mr. Hipkiss stated that the Learning Resource Teacher Report, presented to SEAC at the May meeting, went to the Board's Personnel & Organization Committee and was referred to the officials.

Harmonizing Differences

Mr. Adams, a long-time executive member of the Provincial Federation of The Council for Exceptional Children, related that "Harmonizing Differences" is the third publication of the Provincial Federation. He considered it to be a good document and noted that at a recent CEC International Convention it was well received. Mr. Adams referred to Page 7, Policy

Statement 1.06, to emphasize how their Policy Statements are changed into actions plans in support of the Policy Statement.

Mrs. Trott had a number of questions to ask regarding this document, however, she stated she would be willing to withhold them until the September meeting to allow Messrs. Adams and Hipkiss to attend the Hamilton Teachers' Federation special evening.

Mrs. Bishop thanked Mr. Adams for making the documents available to the members.

Membership Update:

Ontario Society of Autistic Citizens Hamilton-Wentworth Chapter

On behalf of the Society, Mr. Adamson extended thanks to Sandra Law, the teacher of the Autistic Program at Westwood School for an excellent job. Ms. Law is leaving Westwood School to work in another capacity at the Education Centre.

Mr. Adamson added that the previous issue he had brought to this Committee regarding the early finishing time of the Autistic children's program has been resolved and students will remain in school until 3:45 p.m., effective September.

Association for Children and Adults with Learning Disabilities

Mrs. Trott advised their Resource Centre will close June 28th and re-open the second week of September.

Regarding an identified child, she asked how and who decides the amount of integration, and if it is written into the Identification Placement and Review (IPRC) and parents advised.

In discussion with Mr. Kunc, Mrs. Trott clarified that in this particular situation, the parent claims full integration was not discussed with them when the child was moved from an SLD class.

Not knowing the full situation, Mr. Kunc was simply able to confirm for Mrs. Trott that any child should not be put into full integration without discussing the situation with the parents at Annual Review or through discussion of the Individual Pupil Plan (IPP).

Mr. Mutart added that integration may have gradually increased throughout the year.

Mrs. Trott thanked them for the clarification.

Augmentative Communications Collective

Mrs. Schram advised the basic level Signing English Course starts effective Wednesday, September 26th for 10 weeks with a maximum registration of 60. She will make flyers available to schools and the Special Education Department.

Hamilton and District Parents of Disabled Children

Mrs. Masters stated that the administration had changed at the Rygiel Home and the new administrator is working hard on the housing project. Ministry funding has come through and residents will be receiving the program prior to the housing project being open. As three of these residents will turn 21 years of age this year, they are challenging the "21 rule" and will enrol in schools in the regular programs as adult students with their own attendants from the housing project. She is interested in the reaction of the Board to this situation.

Association for Bright Children

Ms. Knol had no report.

Hamilton Secondary School Principals' Council

Ms. Jazvac introduced Trish Fulton who will replace her as the Hamilton Secondary School Principals' Council representative. Mrs. Bishop welcomed Ms. Fulton and thanked Ms. Jazvac for her input on this committee.

Ontario Psychological Association

Dr. Toby had no report.

About FACE

Mrs. Dennis raised a concern with respect to general safety and school yard design for disabled children so that safety considerations are factored into the design and maintenance. These concerns were raised due to the number of students with ambulatory difficulties who may trip on uneven asphalt and also as there are playgrounds with no grass area.

Mrs. Dennis distributed information entitled "Guidelines for the Teacher of a Child Born with Cleft Lip and/or Cleft Palate", a folder of material entitled "We All Have Different Faces - About FACE" and a flyer entitled "A Gentle Approach to a Rough Problem, the Canadian Cleft Lip and Palate Family Association".

Mrs. Dennis stated the local Chapter of the Canadian Cleft Lip and Palate Association merged with "About FACE" as About FACE is a more active Association with a better profile. Their group is comprised of approximately 200 families, the majority of them Cleft Lip and Palate children. One out of every 600 children has a facial birth deformity requiring surgery with resulting feeding, speech and hearing problems. The Hearing and Speech Pathologist Department (Chedoke Hospital) provides pre-school assistance to these children and once they are in school, About FACE works through Home Care to provide continued assistance. About FACE voiced the desire that this information be made available in every school as it is geared specifically to educators, and may even be useful for other exceptionalities.

The members were very impressed with the folder material and a discussion ensued about distributing the folder throughout the system. It was first recommended that a copy be placed in each school library, however Mr. Kunc suggested making copies available to Special Education Consultants and LRT's as Special Education Consultants could in-service Principals and Special Education teachers. Mr. Desmarais suggested that it be referred to the officials for an explanation of how they would ensure the best distribution and usage of this document. Ms. Fulton was in favour of distribution via the Area meetings, to Consultants and Principals to share with staff. She added that it could be used in other areas such as Drama, Physical Education, Family Studies and Biology.

As Chairman, Mrs. Bishop decided a motion to the officials was not necessary but a request to consider purchasing this document and to investigate the most effective way of distributing them through the system to ensure its use. Mrs. Dennis advised a representative is available to give a presentation in support of this document.

Ms. Jazvac asked if the Association provided any support for adolescents dealing with a port wine stain. Ms. Dennis responded that they have a representative who does a great presentation for teenagers regarding port wine stains, and that videos are also available.

Mrs. Trott referred to the connection between hearing problems and cleft lip and/or palate. Ms. Dennis explained that if proper fusion does not occur during the first two months of development, muscle development that supports the ears is affected. She stressed the education program and information is to heighten awareness of parents and teachers about hearing problems associated with cleft lip and/or palate.

Mrs. Bishop thanked Ms. Dennis for her update and the information made available to the members.

Mrs. Bishop will contact Dr. Marshall to present a report on his Association in September.

Chairman's Report

a) Mrs. Bishop read a letter from Mr. Yurkiw, explaining his absence and appreciation of his involvement over the past two years with the Special Education Advisory Committee and its members. Mr. Yurkiw provided copies of a document "Accessing School Assistance Guideline for Parents - Secondary/Elementary" referred to at the last meeting by the Friends of Schizophrenics (attached).

b) Ministry Reports on Statistics. Mrs. Bishop read the covering letter from Mr. Yurkiw and offered to send copies of the statistical information available (as of March 1990) with the minutes (attached).

c) SEAC Membership: Mrs. Bishop advised that a letter had been sent to the CNIB requesting another representative to replace Mr. Foster and the Home and School Council has been asked to fill the absence left by Ms. Warren. Mr. Foster and Ms. Warren have work commitments that preclude their continuing to serve as members on this committee.

Mr. Desmarais stated it was important that the Member Associations understand that if they do not provide a representative, their Association would be replaced by another who was interested in representation on SEAC.

d) Mrs. Bishop offered congratulations to Mrs. Trott as a recipient of a Stelco Community Service Award.
e) Priority Agenda Items: Mrs. Bishop referred to the agenda enclosure stating this list was compiled from suggestions made by members and input from Mr. Yurkiw in connection with Special Education Department priorities.

Ms. Knol suggested that SEAC discuss a way of evaluating exceptional pupils other than the measures used based on learning outcomes or the gathering of statistics.

When Mrs. Bishop asked if she wanted feedback from parents, Ms. Knol responded she would prefer feedback from randomly selected exceptional students. She thought someone from outside could ask these students about how they feel about segregation or integration to provide the committee with a better understanding of services and the effect on the actual learner.

Mrs. Bishop offered to replace a) and b) with a more general statement and it was agreed to use: "Evaluation of the methods and people, and the recipients of the program."

Ms. Knol then requested additional statistics under "Data for Planning", i.e. students who fail to meet the criteria for gifted exceptional at the final stage in the assessment process and, therefore, receive no services. She was willing to consider a criteria for such a selection, to be brought to the September meeting.

Ms. Jazvac agreed that the additional information might be sensible if it would improve the advisory capacity of this committee.

Mrs. Bishop reflected on the historical difficulty in collecting statistical data, which has improved through the use of computerized material, and that she would be willing to discuss Ms. Knol's suggestion.

Dr. Toby suggested that it would also be interesting to get statistical information about how many students move out of Special Education and where they go.

Mrs. Bishop stated the priority list is a tool which is available for Agenda planning, both by the Association representatives and officials for preparation time for reports. She then suggested scheduling a facilitator to discuss the role of SEAC and the vision of Special Education for the 90's at an information meeting rather than a business meeting. She requested members' assistance in planning such a meeting and the items to be discussed.

Mr. Desmarais expressed concern about the necessity of a full meeting devoted solely to the role of the Special Education Advisory Committee and Mrs. Bishop agreed, stating that is why she had combined the two items at one meeting. The change in SEAC membership since the role of this Committee was last discussed was another important factor.

Ms. Fulton suggested that, in future, not all reports be presented by officials but from a more diversified background, i.e. teachers, principals, etc.

Mrs. Bishop noted that Areas 3 and 6 had made presentations to the Committee in the past year and that she planned to continue with this initiative.

Mrs. Trott then asked that Agenda items' content be considered when planning an Agenda so as to avoid several presentations of great interest to members on one Agenda which curtails the amount of discussion time available. In particular she was concerned about discussion time when Evaluation was an Agenda item.

Mrs. Bishop agreed that pre-planning would take this into consideration and, again, asked for assistance from the members.

f) Human Rights in terms of Disabled/Label name calling: Mrs. Bishop advised the Curriculum Department has applied for a grant for a person to review curriculum from a bias viewpoint and Mrs. Baskin has written requesting that consideration in terms of Disabled Students also be addressed at the same time. Mrs. Bishop noted that the grant will have to be approved first.
g) Accessibility Report: Mrs. Bishop reported that Mr. Orlando will be in a better position to report in the Fall after summer construction projects are completed.

Mrs. Trott commented that in another Board several million dollars in renovations took place at a school, and that though the Special Education Advisory Committee was assured the architect would consider accessibility, neither the cafeteria nor the resource centre were accessible after the construction was completed.
Mr. Desmarais agreed and pointed out that not all schools would be Category "A", noting the two main doors at Georges-P.-Vanier School are not accessible. He would like Mr. Orlando to actively consider the inclusion of a line in construction contracts regarding accessibility.

h) Special Education Advisory Committee Annual Report July 1989 - June 1990: Mrs. Bishop stated this was a summary of the activities for the year in a report to the Board.

At the request of Mr. Desmarais the title on page 2 was changed to read: Summary of the Major Topics Discussed".

Moved by Mrs. Trott:

That the July 1989 - June 1990 Annual Report, as amended, be accepted for presentation to the July Board meeting.

CARRIED.

Moved by Mr. Desmarais:

That this committee stand adjourned until September unless a meeting is called by the Chairman.

CARRIED.

Mrs. Trott expressed her appreciation to Ms. Jazvac, Mr. Kunc and Mr. Mutart for their input from the "other side of the fence" as she considered their viewpoint valuable to the work of the committee.

On behalf of the committee, Mrs. Bishop offered to express appreciation and congratulations to Mr. Yurkiw and Mr. Beveridge on the occasion of their retirement.

The meeting then adjourned.

Read and confirmed,

.....
Chairman

cv

# SPECIAL EDUCATION ADVISORY COMMITTEE

## ANNUAL REPORT
July 1989 - June 1990

## TO THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

This report provides an overview of the work of the committee including a summary of the major items of discussion, and the motions sent to the Board.

We have had excellent representation from the Hamilton Teachers Federation, the Hamilton Principals Association and the Secondary Schools Principals Council. For the first time we have representation from About Face, an organisation representing children with cranial and facial abnormalities, and, after a gap of several years, from the Ontario Society of Autistic Citizens. Otherwise our membership has remained the same.

This year the Ministry of Education sponsored a conference for SEACs in the fall, and three members attended this excellent event. Ideas from the conference led to the establishment of a small committee which produced a report to suggest refinements to the way we conduct our meetings. One of the results is that a member from an association makes a small presentation about his or her organisation at each meeting.

Members have sat on committees as in previous years. There has been representation on the DART review committee, and the Gifted Review Committee. A small committee was formed to work on the Annual Review of Special Education. A representation was made to the Accommodation Committee.

In this year's committee work, support has been strong for psychological services, and the desire not to see a cut back in service to students. There has been a great deal of discussion of the Ministry's proposed changes to labels and categories of exceptional students. The need for evaluation of programs and teachers has been raised at several meetings and SEAC will be interested in how the Board will respond to the Ministry's request for plans for 1991 of how evaluation of special education programs is to handled. Two Area presentations gave an indication of how the Areas are dealing with special education matters

In terms of the delivery of special education programs the development of the SERT program, the review of DARTs and the review of LRTs have all been important initiatives which have been welcomed by the Committee. Other long standing areas of concern continue around accommodation issues, support services at the secondary level, and the preparation of exceptional students for the world after school.

### Summary of the Major Topics Discussed

| | |
|---|---|
| September: | Accessibility<br>Mentor Program |
| October: | Transportation<br>Special Legislative Grants |
| November: | Child Care Task Force<br>Middle School Task Force |
| December: | Length of the School Day for Exceptional Pupil<br>Psychological Services Update<br>Name Change for T.R.<br>Report of Agenda Committee |
| January: | Area 3 report<br>Special Education Plan |

February: IPRC and Decentralisation
Third Report of the Select Committee on Education
Area 6 report

March: Employment Resource Centre
Review of Identification and Labelling

April: SERT pilot project

May: Friends of Schizophrenics' Presentation.
DART review
Annual Review

June: Developmentally Disabled
Priority items for next year's agenda.

**Motions to the Board**

November:

As Seac is aware that the time frame for assessment is in appropriate, that additional psychological services are needed to reduce the waiting list.

January:

That the following motion regarding accessibility for the disabled be approved:

a) That improved accessibility for disabled children be a primary concern in any renovation or repair made by the Board, its staff, or agents of the Board,

b) That the concern for improved access be reflected in all pertinent Board manuals and Operations Procedures, and

c) That SEAC receive a re[port in September 1990 outlining the specific steps taken to ensure improved accessibility in ongoing renovation and repair.

February:

That the Special Education Advisory Committee strongly supports the role of Psychological Services and hopes that in times of financial constraint there will be no cutback in services.

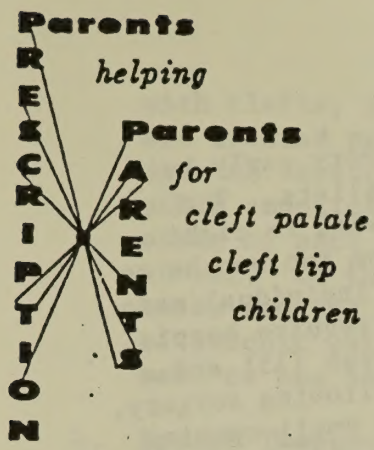
April:

A list of 22 recommendations accompanied the Board's Annual Review to the Ministry of Education.

Once again the work of the Committee has passed smoothly this year with excellent working relationships with all the staff involved. The retiring Assistant Superintendent of Special Education and Special Services and Superintendent of Curriculum and Special Services have been supportive of the Committee's work. The Committee sends them good wishes for their retirement. The Committee looks forward to another year of joint work with staff and trustees for the good of students with special needs.

Respectfully submitted,

Judith Bishop, Chairman




# GUIDELINES FOR THE TEACHER OF A CHILD BORN WITH CLEFT LIP AND/OR CLEFT PALATE

Prepared by:
Mary D. Carey, M.Ed.
Susan K. MacDonald, M.A.

I. GENERAL INFORMATION: A child born with a cleft lip and/or cleft palate may be considered to have a minor problem when compared to many other children with more serious birth defects; however, it is most important that the teacher consider each child individually as to his own view of his problem. What to one child may be a minor, insignificant handicap to another may be severe. Particularly important in understanding a child with these problems is to know, in general terms, his medical history. For example, how many times has the child been hospitalized, what have been his otologic(ear related)problems, or how much speech therapy has the child been involved in and what degree of success has he known while in therapy? All of these and many more questions are important; however, and this cannot be too strongly stressed, that while the teacher needs this information, he should remember that the child is first and foremost a child with all the needs and developmental variables that are relevant to any child. No one, parent or teacher, should be too quick to ascribe relevance of any problem directly to a cleft lip and/or palate, excluding other variables.

II. RELEVANT FACTS FOR THE TEACHER:

1. Types of clefts. Cleft lip and palate which occurs approximately once in 750 live births is one of the most common major congenital birth defects. Cleft lip or cleft palate may occur alone or in combination. A cleft lip may be a notch in the lip tissue on one or both sides of the nose or may be a separation of lip tissue extending into the nose, again on one or both sides. Although used in the past by laymen, the term "hare lip" is no longer used. The term "cleft lip" is preferable when referring to an unrepaired defect; following surgery, a cleft lip is referred to as a repaired cleft lip. (It may also occur at the mid-line of the lip; however, this is rare in comparison with the types above.) If it occurs on one side of the nose, it is referred to as a unilateral cleft of the lip; when it occurs on both sides, it is called a bilateral cleft of the lip. Similarly, a cleft of the palate may be only a separation of the uvula, may extend into the soft palate, or may extend into the hard palate and through the alveolar ridge. If the entire palate is separated into two segments, the cleft is referred to as "complete"; otherwise, when only some of the parts mentioned above are involved, it is referred to as incomplete. In addition, a child may have a sub-mucous cleft where there is a cleft of the tissues and/or musculature underneath the palatal arch. It is important to note that this latter type of cleft may not be detected at birth as it is not directly apparent upon looking at the infant's mouth. In fact, some of these clefts are not discovered until speech problems become apparent.

2. Surgery.

a. Initial -- Most infants with clefts are seen very early by a plastic surgeon and sometimes by a team of specialists. The cleft lip is usually repaired anywhere from one week to eight months of life, and the cleft palate anywhere from two months to twenty-four months, depending upon the patient's individual case and the physician's preference. Both procedures require hospitalization of anywhere from five (5) days to fifteen (15) and each procedure may be done in several stages. Following surgery, many children born with cleft palates have a very small opening behind the front teeth extending upward from the palate into the nasal cavity. Sometimes liquid or very soft food may escape into this opening and then come through the child's nose. Most children learn to control this very easily, but in younger children who have not mastered this, you might have to tactfully help the child.

b. Secondary -- Following initial surgery, there are several types of secondary surgery: cosmetic, dental, and speech-oriented, each of which requires hospitalization. A child may begin cosmetic revision as early as age two or three and subsequent operations may be scheduled well into the teen years and beyond. 1) Children usually have at least one revision prior to school entry and at least one more during the school years. (This is a most general guide as children with severe defects obviously require a much more intensive schedule.) 2) Children born with clefts receive continual dental observation and sometimes treatment from the preschool years through early adulthood. Children born with cleft palate usually participate in an extensive pre-orthodontic and orthodontic program during the school years. Scheduling these appointments may cause some absence from school. Dental surgery involving extraction, manipulation of the oral segments, bone grafting, etc. are most technical and occur usually in older children although not necessarily. 3) Surgery may be scheduled for improvement of speech. This operation, referred to as a velopharyngeal flap procedure, if successful, narrows the gap between the palate and the pharyngeal wall surgically, so that the patient's speech is not characterized by as much nasal emission. The operation is usually scheduled anywhere from age four to the teen years.

3. Otolaryngology and Audiology. Many children with clefts are seen regularly by an otolaryngologist who evaluates their ears. In combination with an audiologist, their findings are of great value to the teacher. Children with clefts demonstrate a rather high incidence of middle ear disease and sometimes associated conductive hearing loss. It is important that the teacher be aware that a child with otologic problems may have a marked variance in his hearing even from day to day. Sometimes the child may not even have actual disease, but rather the presence of fluid may cause a loss which prevents him from hearing well, especially in a classroom with its attendant background noise. This loss in hearing may not always be apparent to the teacher, thus care must be taken that the child's hearing is carefully monitored. Many youngsters born

with clefts, particularly pre-school and primary grade children, are treated prophalactically with "tubes" inserted into the ear drum to aerate behind the drum to prevent fluid build-up and possible complications; others may be treated with antibiotics at the onset of each ear infection; and yet others may have no problems at all. On this point the teacher should consult the medical records and the parent to ascertain if the child has had a history of chronic ear infection or has been treated for hearing impairment or has had no problem at all.

4. Speech Therapy. Children born with clefts of the palate usually have been evaluated by a therapist of speech pathologist long before school age and frequently have participated in group or individual therapy, or both. The course of therapy varies for each child as each cleft is unique, and the child's need for therapy is not readily predictable at birth. The severity of the speech problem does not vary directly with the degree of the original defect. Most children born with clefts will require some therapy; however, the teacher may encounter several children born with this problem who require little or none and have totally acceptable speech. The child born with a cleft palate usually suffers from problems with nasal emission and articulation difficulties in producing several sounds. With therapy alone or in combination with surgery or prosthetic appliances ("speech bulbs"), the prognosis for these children is quite good. The teacher must recognize that often progress is slow and (s)he can help the child and the therapist by taking a supportive stance.

5. Conclusion. Thus, just from the brief outline above, it should be clear to the teacher that the child born with cleft lip or cleft palate has already been subjected to a considerable amount of medical, clinical experience, some to a much greater degree than others, and that combined with all other factors, comes to school with many of these experiences behind him and possibly others ahead. It should be noted that if a teacher thinks the child is in need of any of these medical services or other services, he could ask the parent if he were aware that the total treatment of the problem involves all of these disciplines.

## III. SPECIFIC SUGGESTIONS RE EDUCATION:

1. Attitudes. Children take cues from those around them: parents, teachers, peers, etc. You, the teacher, are very important in determining a child's attitude about himself. We parents have some specific suggestions:
   a. In most situations treat the child as you would any other, re discipline, assignments, class projects, etc.
   b. Be sensitive to the fact that the child has had medical experiences where his problem has been a focal point--don't make it a focal point for him in school, less it warp his view of himself as a person.

criticism only if you feel it is more than he can handle, but don't do it for him unless the child cannot handle the situation on his own. The parents should provide the child with a ready answer for the peer question of "what's wrong with you?" or "what happened to you?". An answer such as, "I was born this way," or "I was born with a cleft lip/palate" usually suffices. A very young child may be a bit unaware that anything about him is different and you may have to use some sensitive tact here; you would be most helpful if you consulted with the parents as to how you could guide their child through this experience, if in fact it does arise.

d. We do not mean to suggest that all or even many children have tremendous problems in this area of peer criticism, but if on occasion a child is having a particularly difficult time with other children or with his therapy, stress the positive sides of his successes. Do not oversympathize with the child as this approach may only cause the child to view himself as an object of pity and make him exaggerate his problems all out of proportion. Try to capitalize on the child's interests or strong points, giving as much praise and encouragement as possible.

2. Specific Potential Problems.

a. Children with hearing problems. The child born with a cleft who has been subjected to frequent ear infections or to fluid build-up in the middle ear, either of which may have contributed to a temporary conductive hearing loss, may experience problems with frustration in not understanding class instruction or subject matter, in not hearing classmates' recitation, or in losing interest when he cannot hear. In some cases, the child may not even be aware of his hearing problems and because they fluctuate, these may even be masked to the teacher. The child might be expected to take these frustrations out in various behaviors designed to draw attention to himself since he does not understand some matter in his environment. The teacher who is aware of these potential problems may have to give preferential seating and keep abreast of the child's ear disease history. Just simply being sensitive to the child's needs when he does not understand instructions or material, without making the child self-conscious can he helpful. It should be remembered, however, that many children born with clefts have no hearing problem at all. The best clue is the child's medical history and information supplied by the parent and constant evaluation by an audiologist.

b. Children in Speech Therapy. The more "normal" the therapy appears to the child, the better. If his therapy is done in school, arrangements should be made so that he does not miss regular subject matter in the curriculum, nor should he be taken from the class in a terribly obvious manner so that he is singled out in front of the other youngsters.

Regarding class recitation, the teacher will have to use sensitivity and good judgement. All efforts at speech in any child, especially a young child, should be rewarded, but it is most important that a child with a speech handicap be encouraged whenever appropriate. If the child volunteers a great deal, this should be encouraged. If the teacher is patient in working with

the child and trying to understand him, then the peers will follow suit. Do not over-correct the child in front of the class--this will only cause the child embarrassment. You may have to model a bit following the child's response, but do this as you would for any child's answer. For example, John, your student who was born with a cleft palate, adds to the class discussion in history that the first winter in Plymouth was difficult because of x,y, and z factors. You understand his phrasing, but also realize that some of the other students may not have. You could then add that John has done well to mention x,y, and z, but could anyone think of any others, etc.? or some other relevant comment. In this way, you offer John a positive model, you help the other students, and you make John feel his speech effort was valuable and understandable, plus from an educational point of view you reinforce your material.

You may encounter another problem: you may not have understood him the first time and so you will have to ask him tactfully to repeat himself. Then, you may only get part of what he said. If you can, deal with what you understood. It is mutually frustrating for you and John, but you must remember that you attitude is all important to John and his friends. Consulting with the parents regarding oral participation when a speech problem is severe would be helpful.

You may find that class recitation for the child born with a cleft will be paced by the student. Your student may be enthusiastic and may participate fully even if his speech is defective. On the other hand, your student may have great difficulty in speaking before others, as indeed many people do. You want to encourage him, but don't get so enthused about helping him that he retreats in the other direction. The teacher of the young child in the primary grades when oral reading is begun, must be cautious about leaping to judgements about the child's ability--if the child has a severe speech handicap and is not terribly understandable to others, this does not mean <u>he</u> does not understand what he reads. Thus, even though not pronouncing words correctly, he might very well know what they mean.

Speech therapy in most cases is a long process and is only measured in long units. Each small modicum of success marks a major effort by the child and should not be ignored by the teacher. In helping the child in this phase of his development, patience and encouragement is the name of the game.

c. <u>Children with Adjustment Problems</u>. Most children born with cleft lip and/or palate seem to accept their condition as normally as anyone accepts any particular attribute of his physical being. If proper encouragement and support are given at home and in school, the child will have a basic acceptance of himself and will develop along a personality continuum just as all children do. Given these facts, most children are eager to cooperate with professionals who are trying to help them, whether in surgery, speech therapy, or any other relevant specialty. In order to develop these attitudes, the family must be most supportive of the child and while treating him as any other child, be particularly sensitive to his improvements and develop a positive, healthy attitude toward him, first as a person, and secondly, toward his habilitation

which hopefully will be reflected in the schools.

Many parents and professionals have felt that early socialization (i.e. nursery school, Headstart, etc.) have been particularly inportant for children born with cleft lip and/or palate. Developing confidence and success in social relationships at an early age helps with normal social development as the child progresses. A complicating factor to the normal progression of development in the pre-primary and primary years is the effect of continuous ear disease and possible hearing problems. These can manifest themselves in fluctuating behavior patterns that would seem, unless the origin be understood, as being poor social behavior rather than behavior stemming from otologic difficulties. A possible phase that some children might go through as a result of a combination of poor hearing, poor speech, and insufficient development of confidence is that approximately during the sixth, seventh, and eighth years they might tend to play with children younger than they; however, by the time these children reach the tenth or eleventh years, they have usually caught up with their peers socially. It is important to note, however, that many children born with cleft lip and/or palate exhibit none of these patterns, particularly if their medical history has been relatively uncomplicated.

In addition to these two factors, i.e. a good, strong, supportive and loving family and an early socialization experience, adult members of our group have suggested that experiences of meeting people, of gaining confidence in semi-social situations (i.e. asking for items in a store, taking on leadership in a church or schoolroom committee, going to social events involving conversation) or, with an older child, of holding a part-time job which proceeded from demanding almost non-oral skills, were immeasurably helpful. The skilled teacher could help provide these experiences gradually within the milieu of his classroom. For example, a child could proceed from an almost non-verbal task of helping pass out paper, to going to ask for supplies, to asking a secretary for a particular object needed in the classroom, to being a class monitor, to leading a particular committee, etc. In this way the child is gradually integrated into using his speech more and gaining confidence and a sense of responsibility in the process. It is important for the teacher to assess the child's readiness for each activity and to help him develop the necessary confidence to proceed.

3. Conclusion. The teacher of the child born with a cleft lip and/or palate can be of most help in developing all of the above attitudes, if (s)he remembers that the child has many more facets to him than the one problem with which he was born. It is really a minor problem and one that today has an excellent prognosis. If the family and the teacher treat the problem in the right perspective, the child will see himself within those same parameters. Similarly, if he only hears about his problems, he will see himself within these very narrow limits.

**THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON**

100 MAIN STREET WEST, P.O. BOX 2558
HAMILTON, ONTARIO, CAN. L8N 3L1

TELEPHONE (416) 527-5092

FAX 521-2536

1990 06 14

Mrs. Judith Bishop
Chairman, S.E.A.C.,
131 Barclay Street
Hamilton, Ontario
L8S 1P6

Dear Mrs. Bishop:

Please accept my apology for not joining S.E.A.C. for the June session. The H.T.F. Retirement reception is on the same evening and it will be a special evening for me and my family.

I would like to express to you and to the S.E.A.C. Committee a sincere appreciation for continued support in the area of Special Education and Services. Over the past two years, the vehicle of the advisory process established in our Education Act continues to be a vital one. There is no other Board Committee currently like it and it provides a valuable resource to officials in their planning particularly in the area of Special Education.

We would all like to be considered as advocates for the special needs of our students and S.E.A.C. provides that additional dimension, a community perspective, that allows us, as managers, to make better decisions.

Please extend my best to all. I will remain active in the Community and I am sure our paths will continue to cross.

Sincerely,

Joseph M. Yurkiw
Assistant Superintendent
Special & Educational Services

JMY/pgb

# Accessing School Assistance
# Guideline for Parents - Secondary/Elementary

## SCHOOL

- Identified concerns discussed at regular D.A.R.T. meetings.
- In-school resources utilized, guidance, L.R.T., classroom teacher, social worker, school nurse.
- Resource Assistance, Psychological, Adjustment, Speech/Language Pathologist, Primary/Jr. Consultant, Special Education Consultant, etc.
- Many concerns/issues may be resolved at the school level.
- Parents can be involved at all levels of "conferencing" concerns i.e. D.A.R.T. or principal, teacher conference.
- Purpose is for school and home to work cooperatively to resolve identified needs.

## PARENT

- Concerns parents may have should be directed to teacher(s) as soon as possible through arranged interviews and/or planned parent/teacher conferences.
- Where parents have identified major concerns through outside assessments i.e. physician, clinics, hospitals, etc. the information should be shared directly with staff who may be working with the student.
- Once concerns are identified parents will have access to the same resources listed above:

  - D.A.R.T.,
  - Area Resource Team,
  - Community Resources - through referral by Adjustment Services.

The sharing of concerns between student, parent and home is crucial to reviewing needs and the resources and programs that are available.

It is the goal of all our schools with the assistance of Special and Educational Services, to provide the most enabling school environment possible for all our students.

# THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

100 MAIN STREET WEST, P.O. BOX 2558
HAMILTON, ONTARIO, CAN. L8N 3L1

TELEPHONE (416) 527-5092

FAX 521-2536

1990 06 19

Judith Bishop
Chairman
S.E.A.C.

Dear Mrs. Bishop:

Re: Ministry Reports

The enclosed forms are directed to the Ministry on a school by school basis. By year's end a consolidated report is directed to Research providing accumulated data. We should have by the end of June both elementary and secondary reports. Owen Jackson will direct to you and Coordinator of Special Education the complete report as received by the Ministry.

For your information, I am enclosing statistical data that is available from the main frame re school enrollments and summary of Special Education Students (March 1990). These reports would not reflect "integration" of exceptional students nor the assistance provided to special needs students (non-exceptional).

In addition I have scheduled through Owen Jackson a full report on students who have been identified with specific disabilities i.e. heart conditions, asthma, allergies, etc. You should be aware that data is "under-reported" and in general does not reflect fully what the current "health status" may be of any one student at a given time.

Hopefully this information will be of assistance.

Yours sincerely,

Joseph M. Yurkiw
Assistant Superintendent
Special & Educational Services

JMY/pgb
Encl.

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
SPECIAL EDUCATION
SUMMARY OF EXCEPTIONAL STUDENTS - SELF CONTAINED (SC,AS,TC)
MAR 02, 1990

| ELEMENTARY SCHOOLS | COMMUNICATIONAL CA | CH | CL | CS | INTELLECTUAL IE | IG | IT | PHYSICAL PO | PV | BE | MU | TOTAL | EX TOTAL | SCH TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ADELAIDE HOODLESS | | | 9 | | 4 | | | | | | | 13 | 15 | 28 |
| ALLENBY SCHOOL | | | | | 8 | | | | | | | 8 | 0 | 8 |
| BENNETTO SCHOOL | | | 1 | | 11 | | | | | | | 12 | 17 | 29 |
| BUCHANAN PARK SCHOOL | | | 1 | | | | | | | | | 1 | 4 | 5 |
| BURKHOLDER DRIVE | | | 2 | | 1 | | | | | | | 3 | 8 | 11 |
| CARDINAL HEIGHTS SCHOOL | | | 8 | | | | | | | | | 8 | 12 | 20 |
| C.B. STIRLING SCHOOL | | | 7 | | 15 | | | | | | | 22 | 13 | 35 |
| CENTENNIAL SCHOOL | | | | | 1 | | | | | 8 | | 9 | 3 | 12 |
| CENTRAL SCHOOL | | | | | 4 | | | | | | | 4 | 5 | 9 |
| CHEDOKE SCHOOL | | | 11 | | 2 | | 13 | | | 6 | 1 | 33 | 12 | 45 |
| DALEWOOD SCHOOL | | | 5 | | 7 | 24 | | | | | | 36 | 15 | 51 |
| DR. J. E. DAVEY SCHOOL | | | | 1 | 12 | | | | | | | 13 | 5 | 18 |
| EARL KITCHENER SCHOOL | | | 1 | | | | | | | | | 1 | 6 | 7 |
| EASTMOUNT SCHOOL | | | 7 | 20 | | | | | | | | 27 | 4 | 31 |
| ELIZABETH BAGSHAW SCHOOL | | | 32 | 21 | 11 | | | | | | | 64 | 19 | 83 |
| FAIRFIELD SCHOOL | | | 12 | 3 | | | | | | | | 15 | 1 | 16 |
| FERNWOOD PARK SCHOOL | | | | | | 20 | | | | | | 20 | 2 | 22 |
| FRANKLIN ROAD SCHOOL | | | 9 | | 9 | | | | | 4 | | 22 | 2 | 24 |
| G.L. ARMSTRONG SCHOOL | | | 3 | | 12 | | | | | | 1 | 16 | 23 | 39 |
| GEORGE R. ALLAN SCHOOL | | | 1 | | | 21 | | | | | | 22 | 3 | 25 |
| GIBSON SCHOOL | | | 6 | | 8 | | | | | 1 | | 15 | 7 | 22 |
| GLEN BRAE SCHOOL | | | 7 | | | | | | | 6 | | 13 | 10 | 23 |
| GLEN ECHO SCHOOL | | | | | | | | | | | 9 | 9 | 1 | 10 |
| HAMPTON HEIGHTS SCHOOL | 1 | 11 | | | 2 | 41 | | | | | | 55 | 23 | 78 |
| HESS STREET SCHOOL | | | | | 6 | | | | | | | 6 | 5 | 11 |
| HILLCREST SCHOOL | | | 11 | | 14 | | | | | | | 25 | 17 | 42 |
| HILLSDALE SCHOOL | | | | | 2 | | | | | | | 2 | 6 | 8 |
| HOLBROOK SCHOOL | | | 3 | | | | | 10 | | | | 13 | 3 | 16 |
| HUNTINGTON PARK SCHOOL | | | | | | | 15 | | | 5 | 1 | 21 | 1 | 22 |
| JAMES MACDONALD SCHOOL | | | 7 | | 5 | | | | | | 1 | 13 | 3 | 16 |
| KING GEORGE SCHOOL | | | 14 | | 5 | | | | | | | 19 | 6 | 25 |
| LAKE AVENUE SCHOOL | | | 16 | | 4 | 1 | | | | | | 21 | 8 | 29 |
| LAWFIELD | | | 1 | | | 1 | | | | | | 2 | 7 | 9 |
| LINDEN PARK SCHOOL | | | 8 | | | 21 | 10 | | | | | 39 | 1 | 40 |
| LISGAR SCHOOL | | | | 7 | | | 7 | 6 | | | | 20 | 2 | 22 |
| LLOYD GEORGE SCHOOL | | | 7 | 1 | 6 | | | | | | | 14 | 2 | 16 |
| MEMORIAL SCHOOL | | | 9 | | | | | | | 1 | | 10 | 13 | 23 |
| MOUNTVIEW SCHOOL | | | 8 | | 3 | | | | | | 1 | 12 | 6 | 18 |
| PARKDALE SCHOOL | | | 8 | | | | | | | 7 | | 15 | 3 | 18 |

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
SPECIAL EDUCATION
SUMMARY OF EXCEPTIONAL STUDENTS - SELF CONTAINED (SC,AS,TC)

MAR 02, 1990

| ELEMENTARY SCHOOLS | COMMUNICATIONAL CA | CH | CL | CS | INTELLECTUAL IE | IG | IT | PHYSICAL PO | PV | BE | MU | TOTAL | EX TOTAL | SCH TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| PAULINE JOHNSON SCHOOL | | | 8 | | | | | | | | | 8 | 3 | 11 |
| PEACE MEMORIAL SCHOOL | | | | | 7 | 1 | | | | | | 8 | 5 | 13 |
| PRINCE OF WALES SCHOOL | | | 18 | 1 | 14 | | | | | | | 33 | 20 | 53 |
| PRINCE PHILIP SCHOOL | | | 4 | 1 | | | 12 | 1 | | | | 18 | 3 | 21 |
| QUEEN MARY SCHOOL | | | 6 | | 29 | | | | | | 1 | 36 | 11 | 47 |
| QUEENSDALE SCHOOL | | 15 | | | | | | | | | | 15 | 1 | 16 |
| QUEEN VICTORIA SCHOOL | | | | | | 20 | 7 | | | | | 27 | 2 | 29 |
| R.A. RIDDELL SCHOOL | | | 11 | | 15 | 1 | | | | | | 27 | 16 | 43 |
| RED HILL SCHOOL | | | | | 13 | | | | | | | 13 | 3 | 16 |
| RICHARD BEASLEY SCHOOL | | | | | 14 | | | | | | | 14 | 3 | 17 |
| ROBERT LAND SCHOOL | | | 8 | | 10 | | | | | | | 18 | 8 | 26 |
| ROSEDALE SCHOOL | | | 13 | | | | | | | | 1 | 14 | 4 | 18 |
| ROXBOROUGH PARK SCHOOL | | | | | 9 | | | | | | | 9 | 6 | 15 |
| RYCKMAN'S CORNERS | 4 | | 6 | | | | | | | | | 10 | 0 | 10 |
| RYERSON SCHOOL | | | 2 | | | | | | | | | 2 | 14 | 16 |
| SANFORD AVE SCHOOL | | | | | 6 | | | | | 7 | 1 | 14 | 3 | 17 |
| SENECA SCHOOL | | | | 9 | 9 | | 9 | | | | | 27 | 3 | 30 |
| SIR ISAAC BROCK SCHOOL | | | 9 | | | | | | | | | 9 | 1 | 10 |
| STINSON STREET SCHOOL | | | 6 | | 1 | | | | | | | 7 | 2 | 9 |
| STRATHCONA SCHOOL | | | 7 | | | 1 | | | | | | 8 | 0 | 8 |
| THORNBRAE SCHOOL | | | 6 | | | | | | | | | 6 | 12 | 18 |
| TWEEDSMUIR SCHOOL | | | 6 | | 15 | 1 | | | | | | 22 | 13 | 35 |
| VISCOUNT MONTGOMERY | | | 15 | | 1 | | 12 | | | | | 28 | 11 | 39 |
| W.H. BALLARD SCHOOL | | | 5 | | 1 | 45 | | | | | | 51 | 18 | 69 |
| WESTVIEW SCHOOL | | 1 | 16 | | 1 | 47 | | | | | | 65 | 8 | 73 |
| WESTWOOD SCHOOL | 6 | | 7 | | | 22 | | | | | | 35 | 5 | 40 |
| WOODWARD SCHOOL | | | | | 4 | | | | | | | 4 | 2 | 6 |
| VINCENT MASSEY | | | | | | | 35 | | | | | 35 | 1 | 36 |
| TOTAL 67 | 10 | 17 | 378 | 64 | 301 | 267 | 120 | 17 | | 45 | 17 | 1,236 | | |

SPECIAL EDUCATION

SUMMARY OF EXCEPTIONAL STUDENTS - IN A REGULAR CLASSROOM (EX) MAR 02, 1990

| ELEMENTARY SCHOOLS | COMMUNICATIONAL CA | CH | CL | CS | INTELLECTUAL IE | IG | IT | PHYSICAL PO | PV | BE | MU | TOTAL | SC TOTAL | SCH TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| A.M. CUNNINGHAM SCHOOL | | | 2 | | | 7 | | | 1 | | | 10 | 0 | 10 |
| ADELAIDE HOODLESS | | | 9 | 1 | 2 | 3 | | | | | | 15 | 13 | 28 |
| BENNETTO SCHOOL | | | 11 | | 4 | | | | | 2 | | 17 | 12 | 29 |
| BUCHANAN PARK SCHOOL | | | 3 | | | | | 1 | | | | 4 | 1 | 5 |
| BURKHOLDER DRIVE | | | 6 | | 2 | | | | | | | 8 | 3 | 11 |
| CARDINAL HEIGHTS SCHOOL | | | 8 | | 1 | | | 2 | | | 1 | 12 | 8 | 20 |
| C.B. STIRLING SCHOOL | | | 8 | 2 | 2 | 1 | | | | | | 13 | 22 | 35 |
| CENTENNIAL SCHOOL | | | 3 | | | | | | | | | 3 | 9 | 12 |
| CENTRAL SCHOOL | | | 2 | | 1 | 2 | | | | | | 5 | 4 | 9 |
| CHEDOKE SCHOOL | | | 11 | | | | | | | | 1 | 12 | 33 | 45 |
| DALEWOOD SCHOOL | | | 10 | | 2 | 3 | | | | | | 15 | 36 | 51 |
| DR. J. E. DAVEY SCHOOL | | | 4 | | 1 | | | | | | | 5 | 13 | 18 |
| EARL KITCHENER SCHOOL | | | 1 | 1 | | 3 | | | | | 1 | 6 | 1 | 7 |
| EASTMOUNT SCHOOL | | | 4 | | | | | | | | | 4 | 27 | 31 |
| ELIZABETH BAGSHAW SCHOOL | | | 13 | 2 | 3 | | | | | 1 | | 19 | 64 | 83 |
| FAIRFIELD SCHOOL | | | 1 | | | | | | | | | 1 | 15 | 16 |
| FERNWOOD PARK SCHOOL | | | 2 | | | | | | | | | 2 | 20 | 22 |
| FRANKLIN ROAD SCHOOL | | | 2 | | | | | | | | | 2 | 22 | 24 |
| G.L. ARMSTRONG SCHOOL | | | 17 | | 3 | | | 2 | | | 1 | 23 | 16 | 39 |
| GEORGE R. ALLAN SCHOOL | | | | | | 3 | | | | | | 3 | 22 | 25 |
| GIBSON SCHOOL | | | 6 | | | | | | 1 | | | 7 | 15 | 22 |
| GLEN BRAE SCHOOL | | | 6 | | 1 | 2 | | | | 1 | | 10 | 13 | 23 |
| GLEN ECHO SCHOOL | | | 1 | | | | | | | | | 1 | 9 | 10 |
| HAMPTON HEIGHTS SCHOOL | | | 17 | 1 | 3 | | | | 1 | 1 | | 23 | 55 | 78 |
| HESS STREET SCHOOL | | | 1 | 1 | | | | 2 | | | 1 | 5 | 6 | 11 |
| HILLCREST SCHOOL | | | 15 | | 2 | | | | | | | 17 | 25 | 42 |
| HILLSDALE SCHOOL | | 1 | 4 | | | | | | | 1 | | 6 | 2 | 8 |
| HOLBROOK SCHOOL | | | 2 | | | | | 1 | | | | 3 | 13 | 16 |
| HOLBROOK AT S.A.M. | | | | 1 | | | | | | | | 1 | 0 | 1 |
| HUNTINGTON PARK SCHOOL | | | | | | 1 | | | | | | 1 | 21 | 22 |
| JAMES MACDONALD SCHOOL | | | 2 | | 1 | | | | | | | 3 | 13 | 16 |
| KING GEORGE SCHOOL | | | 4 | | 2 | | | | | | | 6 | 19 | 25 |
| LAKE AVENUE SCHOOL | | | 3 | 2 | 3 | | | | | | | 8 | 21 | 29 |
| LAWFIELD | | | 4 | | 2 | | | | | 1 | | 7 | 2 | 9 |
| LINCOLN M. ALEXANDER | | | 3 | | | | | | 1 | | | 4 | 0 | 4 |
| LINDEN PARK SCHOOL | | | 1 | | | | | | | | | 1 | 39 | 40 |
| LISGAR SCHOOL | | | 1 | | | | | | | | 1 | 2 | 20 | 22 |
| LLOYD GEORGE SCHOOL | | | 1 | | | | | | | 1 | | 2 | 14 | 16 |
| MEMORIAL SCHOOL | | | 10 | 1 | 2 | | | | | | | 13 | 10 | 23 |

SPECIAL EDUCATION

SUMMARY OF EXCEPTIONAL STUDENTS - IN A REGULAR CLASSROOM (EX) MAR 02, 1990

| ELEMENTARY SCHOOLS | COMMUNICATIONAL CA | CH | CL | CS | INTELLECTUAL IE | IG | IT | PHYSICAL PO | PV | BE | MU | TOTAL | SC TOTAL | SCH TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| MOUNTVIEW SCHOOL | | | 2 | 1 | 1 | | | 1 | | | 1 | 6 | 12 | 18 |
| NORWOOD PARK SCHOOL | | | 1 | | | 11 | | | | | | 12 | 0 | 12 |
| PARKDALE SCHOOL | | | 1 | | | | | | | 2 | | 3 | 15 | 18 |
| PAULINE JOHNSON SCHOOL | | | 2 | 1 | | | | | | | | 3 | 8 | 11 |
| PEACE MEMORIAL SCHOOL | | | 3 | 1 | | 1 | | | | | | 5 | 8 | 13 |
| PRINCE OF WALES SCHOOL | | | 14 | 1 | 3 | | | | 1 | | 1 | 20 | 33 | 53 |
| PRINCE PHILIP SCHOOL | | | 2 | | | | | 1 | | | | 3 | 18 | 21 |
| QUEEN MARY SCHOOL | | | 7 | 1 | 2 | | | | | 1 | | 11 | 36 | 47 |
| QUEENSDALE SCHOOL | | 1 | | | | | | | | | | 1 | 15 | 16 |
| QUEEN VICTORIA SCHOOL | | | 2 | | | | | | | | | 2 | 27 | 29 |
| R.A. RIDDELL SCHOOL | | | 12 | | 1 | 1 | | 1 | | 1 | | 16 | 27 | 43 |
| RED HILL SCHOOL | 1 | | 1 | | | | | | | | 1 | 3 | 13 | 16 |
| RICHARD BEASLEY SCHOOL | | | 1 | 1 | | | | | | | 1 | 3 | 14 | 17 |
| RIDGEMOUNT SCHOOL | | | 1 | | | | | | | | | 1 | 0 | 1 |
| ROBERT LAND SCHOOL | | | 6 | 1 | 1 | | | | | | | 8 | 18 | 26 |
| ROSEDALE SCHOOL | | | 4 | | | | | | | | | 4 | 14 | 18 |
| ROXBOROUGH PARK SCHOOL | | | 3 | 3 | | | | | | | | 6 | 9 | 15 |
| RYERSON SCHOOL | | | 7 | 1 | | 5 | | | | 1 | | 14 | 2 | 16 |
| SANFORD AVE SCHOOL | | | 3 | | | | | | | | | 3 | 14 | 17 |
| SENECA SCHOOL | | | 3 | | | | | | | | | 3 | 27 | 30 |
| SIR ISAAC BROCK SCHOOL | | | 1 | | | | | | | | | 1 | 9 | 10 |
| STINSON STREET SCHOOL | | | 2 | | | | | | | | | 2 | 7 | 9 |
| THORNBRAE SCHOOL | 1 | | 8 | 2 | | | | | | 1 | | 12 | 6 | 18 |
| TWEEDSMUIR SCHOOL | | | 10 | | 3 | | | | | | | 13 | 22 | 35 |
| VISCOUNT MONTGOMERY | | | 8 | | | 3 | | | | | | 11 | 28 | 39 |
| W.H. BALLARD SCHOOL | | | 14 | 1 | 3 | | | | | | | 18 | 51 | 69 |
| WESTVIEW SCHOOL | | | 6 | 1 | 1 | | | | | | | 8 | 65 | 73 |
| WESTWOOD SCHOOL | 1 | | 3 | | 1 | | | | | | | 5 | 35 | 40 |
| WOODWARD SCHOOL | | | 2 | | | | | | | | | 2 | 4 | 6 |
| VINCENT MASSEY | | | | | 1 | | | | | | | 1 | 35 | 36 |
| TOTAL 69 | 3 | 2 | 327 | 27 | 54 | 46 | | 11 | 5 | 14 | 10 | 499 | | |

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
SPECIAL EDUCATION
SUMMARY OF EXCEPTIONAL STUDENTS - SELF CONTAINED (SC,AS,TC)
MAR 02, 1990

| SECONDARY SCHOOLS | COMMUNICATIONAL CA | CH | CL | CS | INTELLECTUAL IE | IG | IT | PHYSICAL PO | PV | BE | MU | TOTAL | EX TOTAL | SCH TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| PHOENIX ALTER. ED. | | | 1 | | | | | | | | | 1 | 2 | 3 |
| DELTA | | | | | | 1 | | | | | | 1 | 20 | 21 |
| GLENDALE | | | 3 | | | 5 | | | | | | 8 | 27 | 35 |
| HILL PARK | | | 3 | | | | 24 | | | | | 27 | 19 | 46 |
| SCOTT PARK | | | 1 | | | 1 | | | | | | 2 | 28 | 30 |
| SHERWOOD | | | 1 | | | 6 | 6 | 9 | | | 1 | 23 | 27 | 50 |
| SIR ALLAN MACNAB | | | 1 | | 1 | 4 | | 1 | | | | 7 | 33 | 40 |
| SIR JOHN A. MACDONALD | | | 4 | | | 3 | | | | | | 7 | 28 | 35 |
| SIR WINSTON CHURCHILL | | | | | 2 | 2 | 17 | | | | | 21 | 16 | 37 |
| WESTDALE | | | 2 | | 2 | 12 | 11 | | | | | 27 | 62 | 89 |
| WESTMOUNT | | | 3 | | 1 | 45 | | | | | | 49 | 39 | 88 |
| TOTAL 11 | | | 19 | | 6 | 79 | 58 | 10 | | | 1 | 173 | | |

SPECIAL EDUCATION

SUMMARY OF EXCEPTIONAL STUDENTS - IN A REGULAR CLASSROOM (EX) MAR 02, 1990

| SECONDARY SCHOOLS | COMMUNICATIONAL CA | CH | CL | CS | INTELLECTUAL IE | IG | IT | PHYSICAL PO | PV | BE | MU | TOTAL | SC TOTAL | SCH TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| PHOENIX ALTER. ED. | | | 2 | | | | | | | | | 2 | 1 | 3 |
| BARTON | | | 18 | | 4 | 6 | | 1 | | | | 29 | 0 | 29 |
| DELTA | | | 16 | | 1 | 2 | | | | 1 | | 20 | 1 | 21 |
| GLENDALE | | | 21 | 1 | 1 | 3 | | | 1 | | | 27 | 8 | 35 |
| HILL PARK | | | 13 | | 2 | 3 | | | | | 1 | 19 | 27 | 46 |
| SCOTT PARK | | 1 | 16 | | 7 | 1 | | | | 2 | 1 | 28 | 2 | 30 |
| GEORGES-P-VANIER | | | 9 | | | | | | | | 1 | 10 | 0 | 10 |
| SHERWOOD | | | 24 | | | 3 | | | | | | 27 | 23 | 50 |
| SIR ALLAN MACNAB | | | 24 | | 2 | 4 | | 1 | | 1 | 1 | 33 | 7 | 40 |
| SIR JOHN A. MACDONALD | | | 15 | | 7 | 3 | | 2 | | 1 | | 28 | 7 | 35 |
| SIR WINSTON CHURCHILL | | | 9 | | 3 | 1 | | | | 1 | 2 | 16 | 21 | 37 |
| WESTDALE | | | 28 | | 6 | 23 | | 1 | | 3 | 1 | 62 | 27 | 89 |
| WESTMOUNT | | | 17 | | 1 | 21 | | | | | | 39 | 49 | 88 |
| TOTAL 13 | | 1 | 212 | 1 | 34 | 70 | | 5 | 1 | 9 | 7 | 340 | | |

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
SPECIAL EDUCATION
SUMMARY OF EXCEPTIONAL STUDENTS - SELF CONTAINED (SC,AS,TC) MAR 02, 1990

| VOCATIONAL SCHOOLS | COMMUNICATIONAL CA | CH | CL | CS | INTELLECTUAL IE | IG | IT | PHYSICAL PO | PV | BE | MU | TOTAL | EX TOTAL | SCH TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| AINSLIE WOOD SCHOOL | | | 3 | | 18 | | | | | | 1 | 22 | 129 | 151 |
| BRIARWOOD SCHOOL | | | 3 | | 17 | | | | | | | 20 | 66 | 86 |
| CALEDON SCHOOL | | | 1 | | 9 | | 1 | | | | | 11 | 46 | 57 |
| CRESTWOOD SCHOOL | | | 19 | | 21 | | | | | 1 | 1 | 42 | 87 | 129 |
| PARKVIEW SCHOOL | | | 16 | 1 | 31 | | | | | 1 | | 49 | 100 | 149 |
| TOTAL 5 | | | 42 | 1 | 96 | | 1 | | | 2 | 2 | 144 | | |

SPECIAL EDUCATION

SUMMARY OF EXCEPTIONAL STUDENTS - IN A REGULAR CLASSROOM (EX) MAR 02, 1990

4

| VOCATIONAL SCHOOLS | COMMUNICATIONAL CA | CH | CL | CS | INTELLECTUAL IE | IG | IT | PHYSICAL PO | PV | BE | MU | TOTAL | SC TOTAL | SCH TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| AINSLIE WOOD SCHOOL | | 1 | 49 | 2 | 68 | | 2 | | | 5 | 2 | 129 | 22 | 151 |
| BRIARWOOD SCHOOL | | | 14 | 1 | 50 | | 1 | | | | | 66 | 20 | 86 |
| CALEDON SCHOOL | | | 8 | 1 | 32 | | 2 | 1 | | 2 | | 46 | 11 | 57 |
| CRESTWOOD SCHOOL | | | 45 | 1 | 38 | | 1 | | | 2 | | 87 | 42 | 129 |
| PARKVIEW SCHOOL | | | 38 | 1 | 59 | | 1 | | | 1 | | 100 | 49 | 149 |
| TOTAL 5 | | 1 | 154 | 6 | 247 | | 7 | 1 | | 10 | 2 | 428 | | |

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
SPECIAL EDUCATION
SUMMARY OF EXCEPTIONAL STUDENTS - TOTALS

MAR 02, 1990

4

| | SELF CONTAINED (SC,AS,TC) | REGULAR CLASSROOM (EX) | TOTAL |
|---|---|---|---|
| ELEMENTARY | 1,236 | 499 | 1,735 |
| SECONDARY | 173 | 340 | 513 |
| VOCATIONAL | 144 | 428 | 572 |
| TOTAL | 1,553 | 1,267 | 2,820 |

ELEMENTARY SCHOOL ENROLMENTS: April 30, 1990
LOWER CITY

| | JK | KGN | GR 1 | GR 2 | GR 3 | GR 4 | GR 5 | GR 6 | GR 7 | GR 8 | OPP | SP ED | GFTD | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| A.C.E.S. | | | | | | | | | 11 | 24 | | | | 35 |
| A.M. CGHM | 32 | 57 | 49 | 61 | 52 | 54 | 75 | | | | | | | 380 |
| ADL HDLS | 53 | 50 | 56 | 48 | 44 | 39 | 38 | 42 | 33 | 44 | 3 | 12 | | 462 |
| ALLENBY | 16 | 12 | 11 | 7 | 10 | | | | | | 10 | | | 66 |
| BENNETTO | | | | | | | | 133 | 81 | 53 | 14 | | | 291 |
| CENTENNL | 52 | 72 | 90 | 86 | 70 | 75 | 64 | | | | 1 | 8 | | 518 |
| CENTRAL | 17 | 23 | 18 | 20 | 13 | 21 | 17 | | | | 5 | | | 134 |
| DALEWOOD | | | | | | | | 70 | 81 | 67 | | 20 | 30 | 268 |
| DR. DAVEY | 32 | 55 | 69 | 38 | 37 | 43 | 28 | | | | 15 | | | 317 |
| E. KTCHNR | 56 | 68 | 65 | 70 | 78 | 77 | 66 | | | | | | | 480 |
| E. BGSHW | 98 | 94 | 96 | 99 | 111 | 85 | 83 | 99 | 105 | 95 | 10 | 62 | | 1037 |
| FAIRFLD | 33 | 50 | 35 | 38 | 30 | 32 | 31 | | | | | 14 | | 263 |
| G.R.ALLAN | 56 | 79 | 78 | 83 | 69 | 68 | 71 | | | | | | 21 | 530 |
| GIBSON | 32 | 42 | 49 | 47 | 20 | 37 | 29 | 18 | | | 3 | 8 | | 290 |
| GLN BRAE | | | | | | | | 82 | 106 | 78 | | 13 | | 279 |
| GLN ECHO | 20 | 43 | 32 | 42 | 29 | 18 | 29 | | | | | 15 | | 228 |
| HESS ST. | 53 | 61 | 72 | 58 | 58 | 52 | 31 | 45 | | | 6 | | | 437 |
| HILLCRST | | | | | | | | 94 | 92 | 77 | 13 | 11 | | 287 |
| HILLSDLE | 29 | 39 | 47 | 27 | 44 | 31 | 18 | | | | 4 | | | 239 |
| K.GEORGE | 27 | 35 | 28 | 27 | 26 | 34 | 16 | 33 | | | 5 | 15 | | 246 |
| LAKE AVE. | 56 | 50 | 56 | 47 | 77 | 46 | 49 | 37 | 41 | 45 | 5 | 16 | | 529 |
| L.GEORGE | 22 | 27 | 31 | 33 | 26 | 23 | 16 | | | | 5 | 6 | | 189 |
| MEMORIAL | 65 | 49 | 70 | 71 | 55 | 45 | 55 | 67 | 73 | 43 | | 8 | | 596 |
| PARKDALE | 25 | 22 | 35 | 30 | 30 | 24 | 27 | | | | | 16 | | 209 |
| P.O.WLES | 50 | 45 | 64 | 47 | 46 | 49 | 35 | 46 | 99 | 72 | 25 | 3 | | 586 |
| PR.PHLIP | 33 | 37 | 44 | 35 | 30 | 24 | 26 | | | | | 9 | | 237 |
| QUEEN MARY | 56 | 34 | 53 | 55 | 41 | 43 | 40 | 58 | 72 | 49 | 34 | 8 | | 545 |
| QUEEN VIC. | 21 | 35 | 28 | 23 | 17 | 17 | 18 | | | | | | 20 | 179 |
| RED HILL | 35 | 41 | 38 | 38 | 35 | 25 | 41 | 21 | | | 13 | | | 287 |
| ROBT. LND | 36 | 53 | 51 | 36 | 30 | 31 | 24 | | | | 11 | 8 | | 290 |
| ROSEDLE | 33 | 26 | 39 | 29 | 36 | 17 | 32 | | | | | 16 | | 228 |
| ROY. PARK | 48 | 47 | 59 | 45 | 31 | 55 | 32 | | | | 6 | | | 323 |
| RYERSON | | | | | | | | 90 | 156 | 131 | | | | 377 |
| SNFRD AVE. | 37 | 69 | 66 | 55 | 47 | 33 | 39 | | | | 7 | 8 | | 360 |
| S.I.BRCK | 42 | 41 | 48 | 26 | 46 | 30 | 39 | | | | | 8 | | 280 |
| STNSN ST. | 38 | 48 | 41 | 39 | 34 | 34 | 21 | | | | | 8 | | 263 |
| STRTHCNA | 25 | 38 | 40 | 30 | 24 | 26 | 25 | 18 | | | | 8 | | 234 |
| TWEEDSMR | | | | | | | | 96 | 98 | 106 | 14 | 7 | | 321 |
| VIS.MONT. | 17 | 27 | 25 | 19 | 19 | 39 | 24 | 39 | 55 | 53 | | 16 | | 333 |
| W.H.BLLRD | 48 | 75 | 62 | 46 | 57 | 44 | 31 | 106 | 91 | 100 | | | 20 | 680 |
| WOODWRD | 39 | 44 | 28 | 30 | 43 | 24 | 26 | | | | 4 | | | 238 |
| TTL L.C. | 1343 | 1586 | 1673 | 1485 | 1415 | 1290 | 1205 | 1194 | 1191 | 1042 | 218 | 328 | 91 | 14061 |
| TTL U.C. | 1110 | 1058 | 1232 | 1160 | 1159 | 1019 | 995 | 1010 | 967 | 901 | 114 | 243 | 154 | 11322 |
| TTL CITY | 2453 | 2644 | 2905 | 2645 | 2574 | 2309 | 2200 | 2204 | 2158 | 1943 | 332 | 571 | 245 | 25383 |

ELEMENTARY SCHOOL ENROLMENTS: April 30, 1990
UPPER CITY

| | JR K | KGN | GR 1 | GR 2 | GR 3 | GR 4 | GR 5 | GR 6 | GR 7 | GR 8 | OPP | SP ED | GFTD | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| BCHN PRK | 86 | 73 | 74 | 60 | 70 | 67 | 50 | | | | | | | 480 |
| BURK DR | | | | | | | | 76 | 79 | 93 | 10 | 18 | | 276 |
| CARD HTS | | | | | | | | 102 | 101 | 99 | | 8 | | 310 |
| C.B.STRG | 62 | 64 | 61 | 64 | 62 | 58 | 69 | 69 | 66 | 49 | 14 | 9 | | 647 |
| CHEDOKE | | | | | | | | 143 | 119 | 137 | | 21 | | 420 |
| ESTMT PK | 34 | 40 | 33 | 46 | 36 | 32 | 29 | | | | | 28 | | 278 |
| FRNWD PK | 34 | 27 | 30 | 40 | 33 | 35 | 24 | | | | | | 20 | 243 |
| FRKLN RD | 47 | 50 | 62 | 54 | 40 | 47 | 49 | | | | 11 | 16 | | 376 |
| G.L.ARMG | 37 | 41 | 47 | 40 | 33 | 33 | 23 | 103 | 87 | 67 | 15 | | | 531 |
| HMPTON H | | | | | | | | 127 | 135 | 132 | | 11 | 41 | 446 |
| HOLBROOK | 30 | 32 | 45 | 34 | 48 | 45 | 66 | | | | | 11 | | 311 |
| S.A.M. | 24 | 25 | 22 | 33 | 15 | | | | | | | | | 119 |
| HNTGN PK | 61 | 73 | 54 | 42 | 32 | 41 | 36 | | | | | 6 | | 345 |
| JAS MCDN | 19 | 42 | 31 | 25 | 32 | 27 | 31 | 27 | | | 6 | 9 | | 248 |
| LAWFIELD | | | | | | | | 130 | 139 | 117 | | | | 386 |
| L.ALXNDR | 46 | 57 | 45 | 43 | 41 | 46 | 34 | | | | | | | 312 |
| LNDON PK | 39 | 20 | 29 | 31 | 24 | 25 | 27 | | | | | 8 | 22 | 225 |
| LISGAR | 40 | 42 | 48 | 52 | 42 | 36 | 38 | | | | | 12 | | 314 |
| MOUNTVW | 45 | 41 | 45 | 51 | 39 | 34 | 49 | 5 | 8 | | | | | 317 |
| NORWOOD | 55 | 62 | 54 | 45 | 56 | 51 | 45 | 37 | 28 | | | | | 433 |
| P.JENSON | 82 | 67 | 77 | 79 | 80 | 55 | 60 | | | | | 8 | | 508 |
| P.MEMORL | 28 | 60 | 51 | 46 | 60 | 42 | 30 | | | | 10 | | | 327 |
| QUEENSDLE | 41 | 47 | 37 | 33 | 35 | 21 | 17 | | | | | 19 | | 250 |
| R.A.RIDL | 43 | 84 | 67 | 56 | 66 | 52 | 65 | 82 | 112 | 111 | 16 | 9 | | 763 |
| R.BEASLY | 41 | 49 | 44 | 45 | 46 | 46 | 46 | | | | 14 | | | 331 |
| RIDGEMNT | 37 | 44 | 36 | 41 | 36 | 38 | 38 | | | | | | | 270 |
| RICK CNR | 17 | 11 | 16 | 10 | 7 | 13 | | | | | | 12 | | 86 |
| SENECA | 31 | 41 | 46 | 23 | 53 | 27 | 32 | | | | 10 | 10 | | 273 |
| THRNBRAE | 59 | 65 | 75 | 69 | 65 | 50 | 45 | | | | 8 | | | 446 |
| VRN AMES | 30 | 39 | 40 | 37 | 44 | 37 | 39 | | | | | | | 266 |
| WESTVIEW | | | | | | | | 109 | 92 | 96 | | 16 | 49 | 362 |
| WESTWOOD | 42 | 62 | 63 | 52 | 58 | 49 | 53 | | | | | 14 | 22 | 415 |
| TTL U.C. | 1110 | 1258 | 1232 | 1160 | 1159 | 1019 | 995 | 1010 | 967 | 901 | 114 | 243 | 154 | 11322 |
| TTL L.C. | 1343 | 1596 | 1673 | 1485 | 1415 | 1290 | 1205 | 1194 | 1191 | 1042 | 218 | 328 | 91 | 14061 |
| TTL CITY | 2453 | 2944 | 2905 | 2645 | 2574 | 2309 | 2200 | 2204 | 2158 | 1943 | 332 | 571 | 245 | 25383 |

ZM

Research Services Department
Hamilton Board of Education
May 17, 1990

SECONDARY COMPOSITE SCHOOL ENROLMENTS: April 30, 1990

| | GRADE 9 FL TM | HT | IC | NAME COUNT | GRADE 10 FL TM | HT | IC | NAME COUNT | GRADE 11 FL TM | HT | IC | NAME COUNT | GRADE 12 FL TM | HT | IC | NAME COUNT | GRADE 13/OAC FL TM | HT | IC | NAME COUNT | TOTAL FL TM | HT | IC | NAME COUNT | FL TM EQLVNT |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| LOWER CITY | | | | | | | | | | | | | | | | | | | | | | | | | |
| A.E.LAW | 21 | | | 21 | 8 | | | 8 | 3 | | | 3 | | | | 0 | | | | 0 | 32 | 0 | 0 | 32 | 32 |
| DELTA | 219 | | 2 | 221 | 142 | | 1 | 143 | 166 | | 11 | 177 | 165 | | 9 | 174 | 36 | | 4 | 40 | 728 | 0 | 27 | 755 | 734.75 |
| GLENDALE | 290 | | | 290 | 242 | | | 242 | 245 | | 5 | 250 | 222 | | 2 | 224 | 87 | | 2 | 89 | 1086 | 0 | 9 | 1095 | 1088.25 |
| SCOTT PK | 292 | | | 292 | 162 | | | 162 | 191 | | 12 | 203 | 141 | | 1 | 142 | 51 | | 1 | 52 | 837 | 0 | 14 | 851 | 840.5 |
| SIR JAM | 355 | | | 355 | 218 | | | 218 | 263 | | 20 | 283 | 290 | | 3 | 293 | 55 | | 1 | 56 | 1181 | 0 | 29 | 1210 | 1188.25 |
| SIR WC | 243 | | | 243 | 167 | | | 167 | 203 | | 13 | 216 | 159 | | 6 | 165 | 34 | | 1 | 35 | 806 | 0 | 20 | 826 | 811 |
| WESTDLE | 269 | | 2 | 271 | 260 | | 3 | 263 | 287 | | 42 | 329 | 259 | | 13 | 272 | 127 | | 6 | 133 | 1202 | 0 | 66 | 1263 | 1218.5 |
| TOTAL L.C. | 1689 | 0 | 4 | 1693 | 1199 | 0 | 4 | 1203 | 1359 | 0 | 103 | 1461 | 1236 | 0 | 39 | 1275 | 390 | 0 | 15 | 405 | 5872 | 0 | 165 | 6037 | 5913.25 |
| UPPER CITY | | | | | | | | | | | | | | | | | | | | | | | | | |
| A.E.PHNX | 17 | | | 17 | 12 | | | 12 | 11 | | | 11 | 6 | | | 6 | | | | 0 | 46 | 0 | 0 | 46 | 46 |
| BARTON | 293 | | | 293 | 242 | | | 242 | 230 | | 32 | 262 | 218 | | 3 | 221 | 63 | | | 63 | 1046 | 0 | 35 | 1081 | 1054.75 |
| HILL PK | 259 | | | 259 | 232 | | | 232 | 210 | | 7 | 217 | 193 | | 6 | 199 | 67 | | | 67 | 961 | 0 | 13 | 974 | 964.25 |
| SHERWOOD | 302 | | 1 | 303 | 175 | | | 175 | 275 | | 103 | 378 | 161 | | 6 | 167 | 74 | | 1 | 75 | 987 | 0 | 111 | 1098 | 1014.75 |
| SIR A M | 296 | | | 296 | 247 | | 1 | 248 | 271 | | 27 | 298 | 245 | | 4 | 249 | 115 | | 2 | 117 | 1174 | 0 | 34 | 1208 | 1182.5 |
| WESTMNT | 237 | | | 237 | 165 | | | 165 | 189 | | 15 | 204 | 185 | | 5 | 190 | 70 | | 7 | 77 | 846 | 0 | 27 | 873 | 852.75 |
| TOTAL U.C. | 1404 | 0 | 1 | 1405 | 1073 | 0 | 1 | 1074 | 1186 | 0 | 184 | 1370 | 1008 | 0 | 24 | 1032 | 389 | 0 | 10 | 399 | 5060 | 0 | 220 | 5280 | 5115 |
| TTL ENG | 3093 | 0 | 5 | 3098 | 2272 | 0 | 5 | 2277 | 2544 | 0 | 287 | 2831 | 2244 | 0 | 63 | 2307 | 779 | 0 | 25 | 804 | 10932 | 0 | 385 | 11317 | 11028.25 |
| G.P.VANIER | 125 | | | 125 | 80 | | | 80 | 63 | | | 63 | 94 | | 3 | 97 | 19 | | 2 | 21 | 381 | 0 | 5 | 386 | 382.25 |
| T.C. 1990 | 3218 | 0 | 5 | 3223 | 2352 | 0 | 5 | 2357 | 2607 | 0 | 287 | 2894 | 2338 | 0 | 66 | 2404 | 798 | 0 | 27 | 825 | 11313 | 0 | 390 | 11703 | 11410.5 |
| T.C. 1989 | | | | 3275 | | | | 2252 | | | | 2851 | | | | 2373 | | | | 931 | | | | 11682 | 11189.25 |
| CHANGE | | | | -52 | | | | 105 | | | | 43 | | | | 31 | | | | -106 | | | | 21 | 221.25 |

NOTE: FL TM = Full Time
HT = Half Time

Research Services Department
Hamilton Board of Education

May 15, 1990

SECONDARY VOCATIONAL SCHOOL ENROLMENTS: April 30, 1990

| | GR 9 | GR 10 | GR 11 | GR 12 | GR 13 | TOTAL |
|---|---|---|---|---|---|---|
| AINSLIE WOOD | 158 | 67 | 48 | 44 | | 317 |
| BRIARWOOD | 90 | 66 | 41 | 26 | | 223 |
| CALEDON | 54 | 34 | 51 | 34 | | 173 |
| CRESTWOOD | 92 | 45 | 33 | 41 | | 211 |
| PARKVIEW | 152 | 59 | 31 | 29 | | 271 |
| TOTAL CITY: 1990 | 546 | 271 | 204 | 174 | 0 | 1195 |
| TOTAL CITY: 1989 | 610 | 251 | 268 | 196 | 0 | 1325 |
| CHANGE: | -64 | 19 | -64 | -22 | 0 | -131 |

COMPOSITE AND VOCATIONAL TOTALS

| | | | | | | |
|---|---|---|---|---|---|---|
| TOTAL COMPOSITE | 3223 | 2357 | 2894 | 2404 | 825 | 11703 |
| TOTAL VOCATIONAL | 546 | 271 | 204 | 174 | 0 | 1195 |
| GRAND TOTAL: 1990 | 3769 | 2628 | 3098 | 2578 | 825 | 12898 |
| GRAND TOTAL: 1989 | 3885 | 2614 | 3119 | 2569 | 931 | 13008 |
| CHANGE: | -116 | 14 | -21 | 9 | -106 | -110 |

ENROLMENTS IN THE TRAINABLE RETARDED PROGRAM: April 30, 1990

| SCHOOLS | |
|---|---|
| Vincent Massey | 36 |
| TOTAL | 36 |

| SECONDARY SATELLITE PROGRAM | |
|---|---|
| HILL PARK | 26 |
| SIR WNSTN CHRCHLL | 17 |
| SHERWOOD | 5 |
| WESTDALE | 13 |
| TOTAL | 61 |

| ELEMENTARY SATELLITE PROGRAM | |
|---|---|
| CHEDOKE | 17 |
| HUNTINGTON PARK | 16 |
| LINDEN PARK | 11 |
| LISGAR | 8 |
| PRINCE PHILIP | 12 |
| QUEEN VICTORIA | 8 |
| SENECA | 10 |
| VISCOUNT MONTGOMERY | 13 |
| TOTAL | 95 |
| GRAND TOTAL: 1990 | 192 |
| GRAND TOTAL: 1989 | 212 |

Research Services Department
Hamilton Board of Education
May 15, 1990

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(Board of Ed.)

# MINUTES OF THE SPECIAL EDUCATION ADVISORY COMMITTEE 1990 09 19

URBAN/MUNICIPAL
CA4 ON HBC W26
M37
Not 1990

hairman; Trustees Clarke and Desmarais; Mesdames Dalziel, nen, Riis-Culver, Trott and Schram; Dr.Marshall

Not Present: Trustee Kennedy, Mr. Adamson, Mesdames Masters, Knol and Mazza; Drs. Newberry and Toby

Also Present: A. Kunc, Hamilton Principals' Association
B. Jazvac, Hamilton Secondary School Principals' Council

Officials Present: D. Skidmore, Superintendent of Program
R. Orlando, Superintendent of Plant
R. Adams, Co-ordinator of Special Education

Mrs. Bishop called the meeting to order and welcomed Mr. D. Skidmore, the recently appointed Superintendent of Program, to the meeting and to the Hamilton Board. Mr. Skidmore acknowledged her comments and thanked her for the kind welcome.

Since there was not a quorum present to permit the adoption of the minutes, Mrs. Bishop suggested hearing the reports under Organizational Update on the agenda.

## ORGANIZATIONAL UPDATE

URBAN MUNICIPAL
OCT 18 1990
GOVERNMENT DOCUMENTS

### Hamilton and District Society for Disabled Children

Ms. Dalziel had no report.

### Augmentative Communications Collective

Ms. Schram reported that their signing program will start next week and that registration is full.

### Down's Syndrome Association

Ms. Oommen reported the Association will be meeting at the end of the month with a speaker, Ann Archer, who has experience using computers with disabled children.

Ms. Oommen asked if the availability of a program is a consideration when recommending a placement for a student. Mr. Adams responded that what is best for the student is the focus of IP&RC. When a student is identified, he/she receives support immediately and the parent is given the option of choosing a program that is available or waiting for another placement in a more appropriate program. The identifying of the student does not depend on the number of spots available.

Miss Dalziel queried if a factor in the decision was the availability of Educational Assistants and would the lack of such jeopardize the placement of the student.

Mr. Adams responded that the IP&RC does not become involved in whether an Educational Assistant is available to the placement. Such needs are examined by the Principal and Superintendent of Schools once a student has been placed.

Ms. Oommen questioned the timeline before a student is in the recommended placement or into an alternate placement if not the recommended one. What are the shortest and longest time ranges?

Mr. Adams responded that it varies with the program. It could be the next day or, in the case of a speech and language placement, it might take one or two months. He added that in the latter case, a Speech Pathologist is involved in the interim.

Mrs. Bishop queried whether there are any guidelines regarding what is an acceptable length of time. Mr. Adams responded no and that such would be difficult, as it depends on the program, the exceptionality and the resources. Mrs. Oommen wondered if The Education Act specifies the length of time permissible.

Mr. Adams advised the current legislation states "a reasonable length of time".

Association of Children & Adults with Learning Disabilities

Mrs. Trott commented that the article distributed with the agenda, outlining suggestions for helping children with handicaps, was most interesting and informative.

Mrs. Trott reported that starting 1990 09 21, the Association will offer three skills development programs - one for children under 12 and two others for teens with general learning disabilities and teens with special learning disabilities.

Mrs. Trott also highlighted a conference on "Writing Strategy Instruction for Learning Disabled Students" to be held in Toronto on 1991 01 25. She requested that a copy of the brochure be included with the minutes. (Appendix A)

About FACE

Ms. Dennis had no report from her association.

BUSINESS ARISING FROM THE MINUTES

Chairperson's Report

Mrs. Bishop reported:

.The Special Education Advisory Committee's Annual Report 1989-1990 was accepted by the Board.

.The new Superintendent of Schools for Area 1 is Murray Quinn.

.Recalling the Committees' earlier discussion on human rights, name calling and disabilities, Ms. Rappolt, Assistant Superintendent of Curriculum, has replied that the Committee's concerns will be considered as curriculum material is reviewed. In addition, Mr. Steve Barrs, of Values Education and Race Relations, has been made aware of these concerns as he deals with this topic in various workshops.

.Mrs. Bishop noted that the Board's Harassment Policy is applicable to students as well as staff.

.Mrs. Bishop announced that the October meeting of SEAC will be in the form of a workshop. After some discussion, it was determined that the time of the meeting/workshop would remain at 19:00 hours.

.Mrs. Bishop announced that the Hamilton Status of Women Committee has called for written nominations for "Woman of the Year" by 1990 11 01.

Mrs. Oommen asked whether SEAC would have an opportunity to view the new curriculum being written for the developmentally delayed before the final printing.

Mr. Adams replied that it would be shared with the Committee again.

Mrs. Oommen asked whether the Harassment Policy is easily accessible in the schools for the students or is it information that is given to students by the principal or teacher.

Ms. Jazvac replied the brochure is available in the student services' office in the secondary schools. It is also part of the curriculum in a number of the courses.

In the elementary schools, Mr. Kunc reported that it was not as well known by the students but is made available to them through the staff as a problem arises.

Design of School Yards

Mr. Adams indicated that Mr. Orlando is aware of the concerns as outlined by Mrs. Dennis at the last meeting and he will take such into consideration when a new school is being built. Mr. Adams pointed out that there are regulations that apply in some cases to provide for a tarmac area on which a fire truck could be driven.

Review and Analysis Committee

Mr. Adams reported that one of the classes from Vincent Massey School has visited Sir Winston Churchill Secondary School to meet the staff. The transfer of the whole program is underway. He indicated that a report looking at future directions is being discussed with Mr. Skidmore and Senior Management and a further update will be provided to this Committee at a later date.

NEW BUSINESS

Accessibility Report

Mr. B. Orlando distributed to the members copies of a report on Accessibility Update 1990-1991.

He explained this report represents the current status of schools and does not take into account changes that are underway. He noted there are not many significant changes since the last report. As indicated in last year's report, the Board is almost at the limit of what it can do in buildings to change the categories of the schools.

Mr. Orlando highlighted some of the renovation work that has been done in some of the schools to make them more accessible, either at entrances into the building and/or improvements in the washrooms.

.Adelaide Hoodless School - washrooms
.A.M. Cunningham School - additional ramps and renovations in the washrooms; the ground floor is now barrier free
.Central School - (proposed renovations) will include ramps at the main entrances and new boys' and girls' washrooms
.new school in Block 87 will be fully accessible school, including the stage area
.new Sir Wilfrid Laurier School - will be fully accessible
.R. A. Riddell School - the school is now accessible, including the washrooms
.James McDonald School - proposed renovations include barrier free entrances and accessible washrooms
.Elizabeth Bagshaw School (formerly Albion) - entrances are being made accessible, along with the washrooms. Mr. Orlando noted that an elevator has been a major part of the design to make this school accessible
.new school in Block 72 - will be fully accessible

Mr. Orlando also noted the ongoing maintenance program involving day-to-day repairs and other upgrades occurring on an ongoing basis. Often work that needs to be done is brought to his Department's attention through various sources, such as SEAC and the principals of the schools.

In concluding his report, Mr. Orlando said that future plans include improvements to the washrooms at the Education Centre and making the Lower Level meeting rooms accessible.

Ms. Dalziel queried if the "barrier free" design was used at James MacDonald School and what method or resources are being used for the Block 87 & 72 schools.

The Chairperson asked for a definition of "barrier free" design.

Mr. Orlando replied that the architect looks at the specification to incorporate design features into a building to make it accessible to the handicapped. "Barrier free" eliminates anything that could make it difficult for a handicapped person to enter or move around a building.

Mr. Orlando replied to Miss Dalziel's question that he did not think the Board had specifically recommended the use of the booklet published by Barrier Free Design in Toronto, but he assured Miss Dalziel that this is one of the standards that an architect is directed to incorporate into a school's design, along with the guidelines provided by the Ministry and Building Codes.

Ms. Dalziel raised the question of a ramp at Sir Winston Churchill Secondary School which is so steep that wheelchair bound students cannot get up it by themselves.

Mr. Orlando advised he was not aware of this problem but that he would look into it.

Ms Dalziel noted, with reference to the Accessibility Report, that no schools have actually changed category. Mr. Orlando agreed and added that renovations to schools to create category changes will be made as Board funds permit.

Mrs. Trott queried the matter of two level washbasins versus recessed washbasins in the washrooms and she recommended there be two levels of sinks.

Mr. Orlando responded that it depends where the basin is located in the room. The aim is to try to have designers think about where such things are placed in order to make it more useful to the handicapped.

Mr. Orlando acknowledged that the purpose of categorizing buildings is to provide a ready reference for accessibility to the handicapped to aide in placement of students.

Mr. Desmarais noted that the name "Agnes McPhail" was used in the report where Georges P. Vanier School should be.

Mrs. Bishop thanked Mr. Orlando for his detailed report, indicating the committee was pleased with the progress made to date.

It was noted that the committee now had a quorum.

Moved by Ms. Dalziel:

That the minutes of the meeting of 1990 06 20 be approved as presented. Carried.

Ms. Dalziel raised the question of whether the best resources are being used in the design of new schools, additions and renovations to schools. She wondered if many architects are really using the barrier free design.

As a taxpayer, she wanted to see the best possible use of tax dollars and the avoidance of costly mistakes.

Following a short recess, there was further brief discussion on the matter of accessibility.

Mrs. Trott noted that the Committee made similar suggestions last year with assurances given that this direction would be pursued. It appears that it has not.

Mr. Skidmore assured the Committee that he will communicate with Mr. Orlando regarding this concern.

In reply to a query from Mrs. Riis-Culver that if they are using a check list why are there still problems, Mrs. Bishop advised that the Building Codes are not specific enough and the checklist is just a guide for addressing problems.
Mrs. Bishop noted that it is very hard to design really well to accommodate physically handicapped people and that it's a new way of thinking. At the present time, there is not enough guidance in the Building Code but it is hoped that with more recognition of the handicapped and their abilities/disabilities this will change. For the time being, work must continue with the resources available.

Special Education Update

Mr. Adams presented a report regarding Special Education Program Changes for 1990-1991 and highlighted the re-allocation of programs and staffing changes.

Mr. Adams noted for Dr. Marshall that the DART process has resulted in fewer students being identified at a younger age; there remains, however, a "bulge" of students in junior schools going into senior schools that are being identified. He assured Dr. Marshall there are self-contained classes at the primary level if needed, although, in most cases, students are integrated as much as possible.

In reply to a query from Ms. Dalziel, Mr. Adams advised that the number of speech and language pathologists remains at 10 and he acknowledged that when leaves or resignations occur it puts pressure on the system until a replacement is found. He assured the Committee that administration is attempting to address the situation.

Mrs. Trott expressed her concern that if students are not deemed exceptional while in school, it becomes difficult to access the services to assist them in going on to college and university. She added that this is an issue of her Association throughout Ontario and she will continue to raise the concern as complaints are received. She questioned how the Ministry will grant funds for these services if students are not being identified.

Dr. Marshall related that, in his experience as a professional involved with students with a variety of difficulties, the DART process, while it has great advantages, seems to prevent identification of those who do meet the criteria of an exceptionality.

Mrs. Jazvac indicated that the DART process is one of the strategies for information gathering and is a starting point on the way to an IP&RC.

Dr. Marshall expressed concern that not all principals follow this approach in using the DART process.

Mr. Kunc added that various resource people are present to assist in making recommendations whether to proceed to an IP&RC.

Mrs. Bishop reminded the members that the DART procedures are on the Committee's Priority List and will be a major item on a future agenda.

Mr. Adams then distributed and reviewed copies of a report on In-service Presentations for the 1990-1991 school year.

Dr. Marshall suggested the Board consider giving accreditation to teachers attending these seminars. Mr. Adams advised this was considered but never implemented.

Mr. Adams responded to a question that, while he felt that an "outside" speaker would be welcome, there is co-ordinating committee to plan these sessions.

Mrs. Bishop recalled a letter was sent a few years ago indicating there were people on SEAC who could provide resource in planning Professional Development. Mrs. Trott indicated that she had been contacted and did participate in one in-service session. Mrs. Bishop suggested it might be time to re-issue the letter.

Mr. Kunc commented that one of the results of the Board's cutback on the supply teacher budget is the scheduling of in-service sessions after school. However, a serious problem is developing relative to the DART meetings as it is difficult to cover classes internally, resulting in teachers being unable to attend and having input into this process.

Superintendent's Comments

Superintendent of Program, Mr. Darrel Skidmore, thanked the Committee for the opportunity to share his perceptions of, and his personal commitment to, Special Services and Special Education. It is his strong conviction that Services and Curriculum should be integrated in all aspects. Central to this is his belief in a broad-based ownership of issues and directions in order to provide the best possible delivery to those in the classroom. In reference to the planned workshop for the October meeting of SEAC, Mr. Skidmore expressed his desire to establish an open-ended sharing of perceptions and expectations, along with a good exchange of views. He hoped this will sustain the ongoing relationship between this Committee and members of the Program Department.

Mr. Skidmore highlighted the Board's Strategic Plan and referred to the section on Special Education and Services. (At the Committee's request, a copy is attached.)

Mr. Skidmore expressed confidence in the role SEAC has in an advisory capacity both to the Board and the Program Department and he hoped the members of the Program Department will be welcome to bring things to this table for comment and reaction.

In relation to the appointment of an Assistant Superintendent of Special Services, it was decided to provide the new Superintendent of Program with an opportunity to analyze the situation prior to posting the position. In the interim, he assured the Committee that, thanks to the present staff, things have not stagnated and there is a very clear maintenance plan in place.

Mrs. Bishop thanked Mr. Skidmore for his remarks and agreed that this was going to be an interesting and exciting year. She added that the Committee looked forward to working with him.

A list of meeting dates for the Special Education Advisory Committee the 1990-91 school year was requested. (Attached).

It was agreed:

That the date of the SEAC meeting in December be Wednesday, 1990 12 12.

The meeting then adjourned.

Read and confirmed,

---

Chairman

## Registration Fees

**Early Bird**
Received at OISE By Dec.15/90.....$70.

**Regular**
Received at OISE After Dec.15/90....$75.

**On-Site**
At OISE January 25/91 .....$80.

## How To Register

Please make cheque (current date) or money order payable to **OISE Conference Office** and mail with registration form to the Conference Management Office:

**OISE Conference Office**
252 Bloor Street West, Suite 12-210
Toronto, Ontario
M5S 1V6
Telephone Enquiries: (416) 926-4711
(Weekdays 8:30 am- 4:30 pm EST)

## Refund Policy

A $20. administration fee will be charged for written refund requests received at OISE by **January 11, 1991**. No refunds will be approved after this date. Substitutions are permitted. Refunds will be mailed after the conference.

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L.D.A.T.
Learning Disabilities Association of Toronto
ALL CHILDREN LEARN DIFFERENTLY

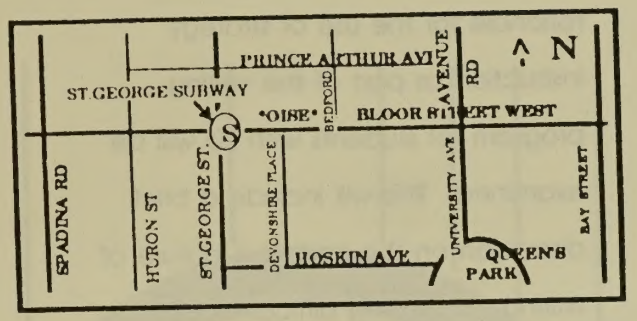
For more information on the **L.D.A.T.** please contact:

**LEARNING DISABILITIES ASSOCIATION OF TORONTO**
P.O. BOX 533, STATION Z
Toronto M5N 2Z6
(416) 537-9154
*A Non Profit Charitable Organization.*

**Please do not send conference registrations to this address.**

## Conference Location

**OISE** is located in downtown Toronto on Bloor Street between St. George Street and University Avenue. Participants travelling by subway would exit at the St. George station. There is limited underground parking available in the OISE building. Access is at 71 Prince Arthur Avenue, one block parallel and north of Bloor Street.




## Hotel Accommodation

There are two hotels located in the immediate area which you may contact directly, if you require overnight accommodation.

**Park Plaza Hotel** (located within a 2 minute walk)
4 Avenue Road
Toronto, Ontario M5R 2E8
Telephone (416) 924-5471

**Venture Inn Yorkville** (located within a 8 minute walk)
89 Avenue Road
Toronto, Ontario M4R 2G3
Telephone (416) 964-1220

# WRITING STRATEGY INSTRUCTION FOR LEARNING DISABLED STUDENTS

## DR. STEVEN GRAHAM
## UNIVERSITY OF MARYLAND

**FRIDAY, JANUARY 25, 1991**

at

The Ontario Institute for Studies in Education
252 Bloor St. W.
Toronto, Ontario M5S 1V6

**Sponsored by:**
**Learning Disabilities Association of Toronto**

REGISTRATION FORM

# WRITING STRATEGY INSTRUCTION FOR LEARNING DISABLED STUDENTS

FRIDAY, JANUARY 25, 1991

| | | |
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| R. | / | P/B R O |
| R.S. | $ | |

(First Name) (Last Name)

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(City) (Province)

(Postal Code) (Day Phone Number)

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252 Bloor Street West
Ste. 12-210
Toronto, Ontario
M5S 1V6

## WRITING STRATEGY INSTRUCTION FOR LEARNING DISABLED STUDENTS

The presentation concentrates on teaching writing strategies to students with learning disabilities. First, the rationale for the use of strategy instruction as part of the writing program for students with LD will be examined. This will include a brief discussion on the cognitive nature of writing, the writing difficulties of students with LD and the characteristics of strategy instruction. Next, specific strategies for planning and revising text that have been used successfully by students writing before and after strategy instruction will be shared with the audience. Once each of the strategies have been presented, the instructional sequence used to teach one of the strategies will be explored. Finally, the role of strategy instruction in the writing curriculum will be considered.

## PROGRAM

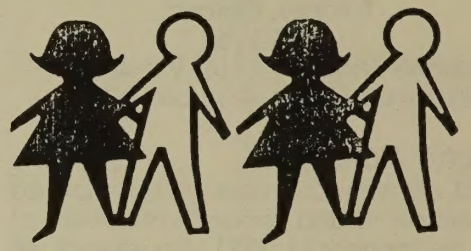
**8:00 a.m. - 9:00 a.m.** Ground Floor, OISE
Coffee & Registration

**9:00 a.m. - 12:00**
Dr. Steven Graham

**10:30 a.m.- 10:45 a.m.**
Coffee Break

**12:00 - 1:30 p.m.**
Lunch (on your own)

**1:30 p.m. - 3:00 p.m.**
Dr. Steven Graham



## WORKSHOP LEADER

**Dr. Steven Graham** is an Associate Professor of Education in the Special Education Department of the University of Maryland.

He received his B.S. and M.S. from Valdosta State College in Valdosta Georgia and his Ed.D from the University of Kansas in Lawrence Kansas.

Dr. Graham & his wife Dr. Karen Harris have presented many workshops in the area of writing and instruction strategies for the exceptional child.

# ACCESSIBILITY

1990 - 1991

THE BOARD OF EDUCATION
OR THE CITY OF HAMILTON

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1990 09 19

## Accessibility Update 1990-91

1. Improvements to several schools have taken place, but they have not resulted in a change of category for any school.

2. The improvements were all of the nature of either modifying or adding washrooms to specifications or of installing appropriate ramps which are required to have a slope of 1/12.

3. G. P. Vanier renovations at Agnes Macphail include accessible washrooms at one level and an access ramp for that level to be completed this school year. The school is, however, built on four levels which preclude at the present time access by the physically handicapped.

# CHARTS INDICATING ACCESSIBILITY OF SCHOOLS

# FOR

# THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

## 1990 - 1991

# ALPHABETICALLY

File: Alpha.All.rev.
Report: A area/tables 1989 06 21

| Name of School | Area | Type | Category |
|---|---|---|---|
| A. M. Cunningham | 2 | Jk - 5 | C |
| Adelaide Hoodless | 2 | Jk - 8 | D |
| Ainslie Wood | 1 | Vocational | C |
| Albion | 3 | Vocational | C |
| Allenby | 1 | Jk - 5 | D |
| Barton | 4 | Secondary | C |
| Bennetto | 1 | 6, 7, 8 | C |
| Briarwood | 2 | Vocational | A |
| Buchanan Park | 5 | Jk - 5 | A |
| Burkholder | 4 | 6 - 8 | C |
| C. B. Stirling | 4 | Jk - 8 | C |
| Caledon Voc | 5 | Vocational Lower Level | A |
| Caledon Phoenix/Alt.Ed. | 5 | Phoenix/Alter Ed. | D |
| Cardinal Heights | 4 | 6, 7, 8 | A |
| Centennial | 1 | Jk - 5 | C |
| Central | 1 | Jk - 5 | D |
| Chedoke | 5 | 6, 7, 8 | C |
| Comley | 4 | Jk - 3 | A |
| Crestwood | 4 | Vocational | B |
| Dalewood | 1 | 6, 7, 8 | C |
| Delta | 2 | Secondary | D |
| Dr. J. E. Davey | 1 | Jk - 5 | C |
| Earl Kitchener | 1 | Jk - 5 | D |
| Eastmount Park | 5 | Jk - 5 | A |
| Elizabeth Bagshaw | 3 | Jk - 8 | C |
| Fairfield | 2 | Jk - 5 | D |
| Fairview | 1 | TR & Adult Education | A |
| Fernwood Park | 4 | Jk - 5 | A |
| Franklin Road | 4 | Jk - 5 | B |
| G. L. Armstrong | 5 | Jk - 8 | D |
| G. P. Vanier | 6 | Comp./Franco | C |
| G. R. Allen | 1 | Jk - 5 | C |
| Gibson | 2 | Jk - 6 | D |
| Glen Brae | 3 | 6, 7, 8 | C |
| Glen Echo | 3 | Jk - 5 | A |
| Glendale | 3 | Secondary | C |
| Hampton Heights | 4 | 6, 7, 8 | C |
| Hess Street | 1 | Jk - 6 | C |
| Hill Park | 4 | Secondary | C |
| Hillcrest | 3 | 6, 7, 8 | D |
| Hillsdale | 3 | Jk - 5 | C |
| Holbrook | 5 | Jk - 6 | B |
| Huntington Park | 4 | Jk - 5 | A |
| Inverness (new Wing at Arm) | 5 | Jk - 5 | A |
| James MacDonald | 5 | Jk - 6 | A |
| King George | 2 | Jk - 6 | D |
| Lake Avenue | 3 | Jk - 8 | A |
| Lawfield | 4 | 6, 7, 8 | C |
| Lincoln M. Alexander | 4 | Jk - 5 | A |

CATEGORY 'A' SCHOOLS - those schools which are built on one level only, or have an elevator. They can be made FULLY ACCESSIBLE to all students with disabilities, including those in wheelchairs. Such schools could possibly accommodate groups of wheelchair students.

CATEGORY 'B' SCHOOLS - those schools which are MOSTLY ACCESSIBLE, having a majority of facilities fully accessible, but which have sections within the school which may never be fully accessible to wheelchair students. Such schools could possibly accommodate groups of wheelchair students.

CATEGORY 'C' SCHOOLS - those schools which are split-level, or have several storeys but no elevator and thus are POTENTIALLY ACCESSIBLE with the use of a device. Such schools, because of their intrinsic structural idiosyncrasies, could possibly accommodate only a very small number of wheelchair students.

CATEGORY 'D' SCHOOLS - those schools which because of fundamental building limitations are presently NOT ACCESSIBLE to wheelchair students and may possibly never be accessible to wheelchair students.

File: Alpha.All.Rev.
Report: A area/tables 1989 06 21

| Name of School | Area | Type | Category |
|---|---|---|---|
| Linden Park | 4 | Jk - 5 | B |
| Lisgar | 4 | Jk - 5 | A |
| Lloyd George | 2 | Jk - 5 | D |
| Memorial | 2 | Jk - 8 | D |
| Mountview | 5 | Jk - 5 | A |
| Norwood Park | 5 | K - 6 French Immersion only | C |
| Parkdale | 3 | Jk - 5 | D |
| Parkview | 2 | Vocational | B |
| Pauline Johnson | 4 | Jk - 5 | C |
| Peace Memorial | 5 | Jk - 5 | D |
| Prince of Wales | 2 | Jk - 8 | D |
| Prince Philip | 1 | Jk - 5 | A |
| Queen Mary | 2 | Jk - 8 | D |
| Queen Victoria | 1 | Jk - 5 | D |
| Queensdale | 5 | Jk - 5 | A |
| R. A. Riddell | 5 | Jk - 8 | C |
| Red Hill | 3 | Jk - 6 | A |
| Richard Beasley | 4 | Jk - 5 | A |
| Ridgemount | 5 | Jk - 5 | A |
| Robert Land | 2 | Jk - 5 | D |
| Rosedale | 3 | Jk - 5 | B |
| Roxborough Park | 3 | Jk - 5 | D |
| Ryckman's Corners | 5 | Jk - 3 | A: no exter |
| Ryerson | 1 | 6 - 8 | A |
| Sanford Avenue | 2 | Jk -5 | D |
| Scott Park | 2 | Secondary | A |
| Seneca | 5 | Jk - 6 | A |
| Sherwood | 4 | Secondary | A |
| Sir Allan MacNab | 5 | Secondary | D |
| Sir Isaac Brock | 3 | Jk - 5 | B |
| Sir John A. MacDonald | 1 | Secondary | A |
| Sir Winston Churchill | 3 | Secondary | B |
| Southview | 5 | TR & Adult Education | A |
| Stinson | 1 | Jk - 5 | D |
| Strathcona | 1 | Jk - 6 | C |
| Thornbrae | 4 | Jk - 5 | A |
| Tweedsmuir | 1 | 6, 7, 8 | D |
| Vern Ames | 4 | Jk - 5 | A |
| Vincent Massey | 4 | TR & Adult Education | A |
| Viscount Montgomery | 3 | Jk - 8 | A |
| W. H. Ballard | 2 | Jk - 8 | C |
| Westdale | 1 | Secondary | B |
| Westmount | 5 | Secondary | C |
| Westview | 5 | 6, 7, 8 | C |
| Westwood | 5 | Jk - 5 | C |
| Woodward | 3 | Jk - 5 | A |

# BY AREA

File: Area.All.rev.
Report: A area/tables
1989 06 21

| Name of School | Area | Type | Category |
|---|---|---|---|
| Ainslie Wood | 1 | Vocational | C |
| Allenby | 1 | Jk - 5 | D |
| Bennetto | 1 | 6, 7, 8 | C |
| Centennial | 1 | Jk - 5 | C |
| Central | 1 | Jk - 5 | D |
| Dalewood | 1 | 6, 7, 8 | C |
| Dr. J. E. Davey | 1 | Jk - 5 | C |
| Earl Kitchener | 1 | Jk - 5 | D |
| Fairview | 1 | TR & Adult Education | A |
| G. R. Allen | 1 | Jk - 5 | C |
| Hess Street | 1 | Jk - 6 | C |
| Prince Philip | 1 | Jk - 5 | A |
| Queen Victoria | 1 | Jk - 5 | D |
| Ryerson | 1 | 6 - 8 | A |
| Sir John A. Macdonald | 1 | Secondary | A |
| Stinson | 1 | Jk - 5 | D |
| Strathcona | 1 | Jk - 6 | C |
| Tweedsmuir | 1 | 6, 7, 8 | D |
| Westdale | 1 | Secondary | B |
| A. M. Cunningham | 2 | Jk - 5 | C |
| Adelaide Hoodless | 2 | Jk - 8 | D |
| Briarwood | 2 | Vocational | A |
| Delta | 2 | Secondary | D |
| Fairfield | 2 | Jk - 5 | D |
| Gibson | 2 | Jk - 6 | D |
| King George | 2 | Jk - 6 | D |
| Lloyd George | 2 | Jk - 5 | D |
| Memorial | 2 | Jk - 8 | D |
| Parkview | 2 | Vocational | B |
| Prince of Wales | 2 | Jk - 8 | D |
| Queen Mary | 2 | Jk - 8 | D |
| Robert Land | 2 | Jk - 5 | D |
| Sanford Avenue | 2 | Jk - 5 | D |
| Scott Park | 2 | Secondary | A |
| W. H. Ballard | 2 | Jk - 8 | C |
| Albion | 3 | Vocational | C |
| Elizabeth Bagshaw | 3 | Jk - 8 | C |
| Glen Brae | 3 | 6, 7, 8 | C |
| Glen Echo | 3 | Jk - 5 | A |
| Glendale | 3 | Secondary | C |
| Hillcrest | 3 | 6, 7, 8 | D |
| Hillsdale | 3 | Jk - 5 | C |
| Lake Avenue | 3 | Jk - 8 | A |
| Parkdale | 3 | Jk - 8 | D |
| Red Hill | 3 | Jk - 6 | A |

File: Area.All.Rev.
Report: A area/tables 1989 06 21

| Name of School | Area | Type | Category |
|---|---|---|---|
| Rosedale | 3 | Jk - 5 | B |
| Roxborough Park | 3 | Jk - 5 | D |
| Sir Isaac Brock | 3 | Jk - 5 | B |
| Sir Winston Churchill | 3 | Secondary | B |
| Viscount Montgomery | 3 | Jk - 8 | A |
| Woodward | 3 | Jk - 5 | A |
| | . | | |
| | . | | |
| Barton | 4 | Secondary | C |
| Burkholder | 4 | 6 - 8 | C |
| C. B. Stirling | 4 | Jk - 8 | C |
| Cardinal Heights | 4 | 6, 7, 8 | A |
| Comley | 4 | Jk - 3 | A |
| Crestwood | 4 | Vocational | B |
| Fernwood Park | 4 | Jk - 5 | A |
| Franklin Road | 4 | Jk - 5 | B |
| Hampton Heights | 4 | 6, 7, 8 | C |
| Hill Park | 4 | Secondary | C |
| Huntington Park | 4 | Jk - 5 | A |
| Lawfield | 4 | 6, 7, 8 | C |
| Lincoln Alexander | 4 | Jk - 5 | A |
| Linden Park | 4 | Jk - 5 | B |
| Lisgar | 4 | Jk - 5 | A |
| Pauline Johnson | 4 | Jk - 5 | C |
| Richard Beasley | 4 | Jk - 5 | A |
| Sherwood | 4 | Secondary | A |
| Thornbrae | 4 | Jk - 5 | A |
| Vern Ames | 4 | Jk - 5 | A |
| Vincent Massey | 4 | TR & Adult Education | A |
| | . | | |
| | . | | |
| Buchanan Park | 5 | Jk - 5 | A |
| Caledon | 5 | Voc/Lower Level | A |
| Caledon | 5 | Phoenix Alter Ed./Upper Level | C |
| Chedoke | 5 | 6, 7, 8 | C |
| Eastmount Park | 5 | Jk - 5 | A |
| G. L. Armstrong | 5 | Jk - 8 | D |
| Holbrook | 5 | Jk - 6 | B |
| Inverness (New Wing at Arm) | 5 | Jk - 5 | A |
| James MacDonald | 5 | Jk - 6 | A |
| Mountview | 5 | Jk - 5 | A |
| Norwood Park | 5 | K - 6 French Immersion only | C |
| Peace Memorial | 5 | Jk - 5 | D |
| Queensdale | 5 | Jk - 5 | A |
| R. A. Riddell | 5 | Jk - 8 | C |
| Ridgemount | 5 | Jk - 5 | A |
| Ryckman's Corner | 5 | Jk - 3 | A |
| Seneca | 5 | Jk -6 | A |
| Sir Allan MacNab | 5 | Secondary | D |
| Southview | 5 | TR & Adult Education | A |

File: Area.All.Rev.
Report: A area/tables 1989 06 21

| Name of School | Area | Type | Category |
|---|---|---|---|
| Westmount | 5 | Secondary | C |
| Westview | 5 | 6, 7, 8 | C |
| Westwood | 5 | Jk - 5 | C |
| | . | | |
| | . | | |
| G. P. Vanier | 6 | Comp./Franco | C |

# BY CATEGORY

File: Category.all.rev
Report: A area/tables 1989 06 21

| O Category | Name of School | Type | Area |
|---|---|---|---|
| A | Fairview | TR & Adult Education | 1 |
| A | Prince Philip | Jk - 5 | 1 |
| A | Ryerson | 6 - 8 | 1 |
| A | Sir John A. Macdonald | Secondary | 1 |
| A | Scott Park | Secondary | 2 |
| A | Briarwood | Vocational | 2 |
| A | Glen Echo | Jk - 5 | 3 |
| A | Lake Avenue | Jk - 8 | 3 |
| A | Red Hill | Jk - 6 | 3 |
| A | Viscount Montgomery | Jk - 8 | 3 |
| A | Woodward | Jk - 5 | 3 |
| A | Comley | Jk - 3 | 4 |
| A | Fernwood Park | Jk - 5 | 4 |
| A | Huntington Park | Jk - 5 | 4 |
| A | Lincoln Alexander | Jk - 5 | 4 |
| A | Lisgar | Jk - 5 | 4 |
| A | Richard Beasley | Jk - 5 | 4 |
| A | Sherwood | Secondary | 4 |
| A | Vern Ames | Jk - 5 | 4 |
| A | Cardinal Heights | 6, 7, 8 | 4 |
| A | Thornbrae | Jk - 5 | 4 |
| A | Vincent Massey | TR & Adult Education | 4 |
| A | Caledon | Voc./Lower Level | 5 |
| A | Eastmount Park | Jk - 5 | 5 |
| A | G.L. Armstrong (Inverness wing) | Jk - 5 | 5 |
| A | Queensdale | Jk - 5 | 5 |
| A | Ridgemount | Jk - 5 | 5 |
| A | Ryckman's Corners | Jk - 3 | 5 |
| A | Buchanan Park | Jk - 5 | 5 |
| A | James Macdonald | Jk - 6 | 5 |
| A | Mountview | Jk - 5 | 5 |
| A | Seneca | Jk - 6 | 5 |
| A | Southview | TR & Adult Education | 5 |
| B | Westdale | Secondary | 1 |
| B | Parkview | Vocational | 2 |
| B | Rosedale | Jk - 5 | 3 |
| B | Sir Isaac Brock | Jk - 5 | 3 |
| B | Sir Winston Churchill | Secondary | 3 |

File: Category.all.rev
Report: A area/tables 1989 06 21

| O Category | Name of School | Type | Area |
|---|---|---|---|
| B | Franklin Road | Jk - 5 | 4 |
| B | Crestwood | Vocational | 4 |
| B | Linden Park | Jk - 5 | 4 |
| B | Holbrook | Jk - 6 | 5 |
| C | Ainslie Wood | Vocational | 1 |
| C | Bennetto | 6, 7, 8 | 1 |
| C | Centennial | Jk - 5 | 1 |
| C | Dalewood | 6, 7, 8 | 1 |
| C | Dr. J. E. Davey | Jk - 5 | 1 |
| C | G.R. Allen | Jk - 5 | 1 |
| C | Hess Street | Jk - 6 | 1 |
| C | Strathcona | Jk - 6 | 1 |
| C | A.M. Cunningham | Jk - 5 | 2 |
| C | W.H. Ballard | Jk - 8 | 2 |
| C | Albion | Vocational | 3 |
| C | Elizabeth Bagshaw | Jk - 8 | 3 |
| C | Glen Brae | 6, 7, 8 | 3 |
| C | Glendale | Secondary | 3 |
| C | Hillsdale | Jk - 5 | 3 |
| C | Barton | Secondary | 4 |
| C | Burkholder | 6, 7, 8 | 4 |
| C | C.B. Stirling | Jk - 8 | 4 |
| C | Hampton Heights | 6, 7, 8 | 4 |
| C | Lawfield | 6, 7, 8 | 4 |
| C | Hill Park | Secondary | 4 |
| C | Pauline Johnson | Jk - 5 | 4 |
| C | Caledon | Phoenix/Alter Ed | 5 |
| C | Chedoke | 6, 7, 8 | 5 |
| C | Norwood Park | K-6 French Immerson 0 | 5 |
| C | R.A. Riddell | Jk - 8 | 5 |
| C | Westmount | Secondary | 5 |
| C | Westview | 6, 7, 8 | 5 |
| C | Westwood | Jk - 5 | 5 |
| C | G.P. Vanier (Agnes Macphail) | Comp./Franco | 6 |
| D | Allenby | Jk - 5 | 1 |
| D | Central | Jk - 5 | 1 |
| D | Earl Kitchener | Jk - 5 | 1 |
| D | Queen Victoria | Jk - 5 | 1 |
| D | Tweedsmuir | 6, 7, 8 | 1 |
| D | Stinson | Jk - 5 | 1 |

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Report: A area/tables 1989 06 21

| O Category | Name of School | Type | Area |
|---|---|---|---|
| . | | | |
| D | Robert Land | Jk - 5 | 2 |
| D | Adelaide Hoodless | Jk - 8 | 2 |
| D | Delta | Secondary | 2 |
| D | Gibson | Jk - 6 | 2 |
| D | King George | Jk - 6 | 2 |
| D | Lloyd George | Jk - 5 | 2 |
| D | Memorial | Jk - 8 | 2 |
| D | Prince of Wales | Jk - 8 | 2 |
| D | Queen Mary | Jk - 8 | 2 |
| D | Sanford Avenue | Jk - 5 | 2 |
| D | Fairfield | Jk - 5 | 2 |
| . | | | |
| D | Hillcrest | 6, 7, 8 | 3 |
| D | Parkdale | Jk - 5 | 3 |
| D | Roxborough Park | Jk - 5 | 3 |
| . | | | |
| D | Peace Memorial | Jk - 5 | 5 |
| D | G.L. Armstrong | Jk - 8 | 5 |
| D | Sir Allan MacNab | Secondary | 5 |

# MINISTRY OF EDUCATION: QUICK CHECKLIST

## Walks
- ❑ Are they a minimum of 1530 mm (5 ft.) wide?
- ❑ Are they surfaced with a non-slip material?
- ❑ Do they have a maximum grade of 1:20?
- ❑ Do they have resting places?

## Parking
- ❑ Will parking be required?
- ❑ Is it convenient?
- ❑ Is it paved?
- ❑ Is the parking space at least 3660 mm (12 ft.) wide?

## Ramps
- ❑ Do they have a gradient of 1:15? 1:12?
- ❑ Do they have a minimum width of 920 mm (3 ft.)?
- ❑ Do they have curbs and handrails?

## Entrance
- ❑ Is the access point for the disabled sign posted?
- ❑ Is there easy access to the building through at least one entrance?
- ❑ Is there any unloading dock? Is it possible for the disabled to use it to gain access to the building?

## Doors
- ❑ Does the entrance door have a clear opening of at least 800 mm (2 ft 8 in.)?
- ❑ Does the entrance door have delayed-action closers?
- ❑ Are doormats recessed flush with the floors?
- ❑ Do internal doors have a clear opening of at lease 760 mm (2 ft. 6 in.) tree of protruding hardware?

## Stairs
- ❑ Do they have open risers or projecting noses?
- ❑ Do they have a non-slip surface?

## Handrails
- ❑ Are they continuous?
- ❑ Do they come to an abrupt end?
- ❑ Are the wall surfaces behind the handrails smooth-textured?

## Elevator
- ❑ Is there one?
- ❑ Can the controls be easily reached from a wheelchair?
- ❑ Is it automatically self-levelling?

## Main Washrooms
- ❑ Is there a toilet compartment at least 1530 mm (5 ft.) wide and 1530 mm (5 ft) deep?
- ❑ Does the door swing outwards?
- ❑ Does the compartment include grab bars?
- ❑ Is the toilet wall-mounted?
- ❑ Is there a wall-mounted wash basin?
- ❑ Does it have single-lever faucets?
- ❑ Are exposed hot pipes covered or insulated?

## Showers
- ❑ Is there one?
- ❑ Can it be used both sitting and standing?
- ❑ Does it have grab bars of appropriate size and type at specified heights and angles?
- ❑ Is the water temperature regulated?

## Water Fountains
- ❑ are they two-level?
- ❑ Are they fully recessed?
- ❑ Are they easy to operate?

## Hazards
Have the following been avoided or modified?
- ❑ catch basins
- ❑ manncie covers
- ❑ loose carpets
- ❑ changes of level
- ❑ slippery floors
- ❑ protruding objects
- ❑ rough-textured surfaces

## Alarms and Signals
- ❑ Are both visible and audible alarm signals and messages provided?
- ❑ Are exit doors accesssible to the disabled?

# SUMMARY OF RECOMMENDATIONS

(1987)

## ACCESSIBLE SCHOOLS

1. That Category A and B schools be upgraded to meet the Ministry of Education suggested requirements for disabled students through a three year Board plan which takes into account necessary financial arrangements.

2. That Category C schools have an additional two year time frame for upgrading. Where necessary, appropriate lifting devices may be purchased by the board to extend the accessibility of these schools.

3. That whenever a disabled, but not wheelchair bound, child from within the catchment area of a Category D school is presented for enrollment at the school there be consultation with the parent, principal, appropriate therapist and consultant to discuss the student's intellectual needs, physical capacities and the barriers of the school.

4. That a current list of the major school physical barriers, by school area, be prepared by the Building Administrator on a regular basis, to be shared with:
   - concerned parents,
   - special education department,
   - principals,
   - area superintendents,
   - consultants
   - S.E.A.C.

   The Ministry of Education checklist (see Appendix 1) will be used to compile information about Category A, B, and C schools

## NEW SCHOOLS, ADDITIONS, RENVOATIONS

5. That in the provision of new buildings, additions and renovations, the Board will strive to meet the Ministry of Education's suggested requirements for disabled students as listed in Appendix 1.

## FIRE PROCEDURES AND THE DISABLED

6. The school fire procedures for disabled persons be amended so that local conditions and particular disabilities and needs can be properly addressed:

   - Each school with disabled persons will develop its own school evacuation plan in consultation with the Fire Department's School Liaison Officer.

   - The disabled person's therapist, appointed through Home Care, be involved in the planning.

- Each year a list of schools that will be housing disabled persons in September be sent to the Dire Department School Liaison Officer in June so that fire plans can be checked and revised.

- The Board take legal advice on the question of able bodies students or staff helping disabled persons in a fire alarm situation, and that parents be informed if their children have been asked to assist disabled persons during an emergency.

- The parents of disabled students be informed of the evacuation procedures in the school their child is attending.

- The Board purchase a suitable evacuation device where circumstances deem it necessary for fire evacuation plans in any school on the recommendations for the Schools' Fire Prevention Officer and the student's Home Care Worker.

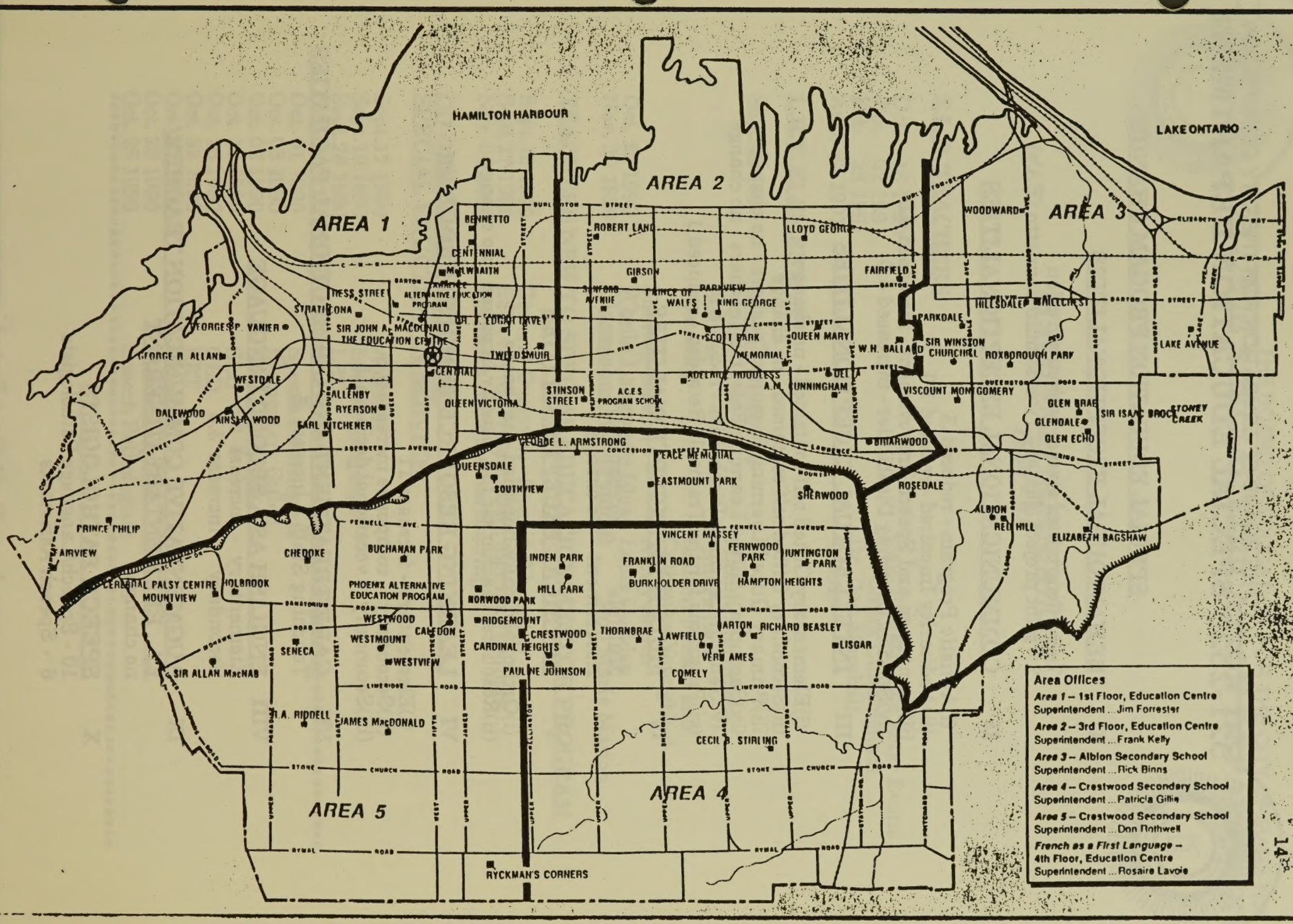
**LONG TERM PLANNING**

7. That there be an annual collection of statistics of disabled persons within the system to be presented for information to S.E.A.C. and the implementation of a tracking mechanism.

**DISABLED STAFF**

8. That this report be shared with the teachers' federations and other staff associations, indicating that staff should pursue accessibility difficulties with the Affirmative Action Co-ordinator.

pgb
90/01/25


HAMILTON HARBOUR
LAKE ONTARIO
AREA 1
AREA 2
AREA 3
AREA 4
AREA 5
BENNETTO
CENTENNIAL
ROBERT LAND
LLOYD GEORGE
WOODWARD
GIBSON
FAIRFIELD
McILWRAITH
DELSEY STREET
ALTERNATIVE EDUCATION PROGRAM
STRATHCONA
SIR JOHN A. MACDONALD THE EDUCATION CENTRE
DR. J. EDGAR DAVEY
SYDNEY AVENUE
PRINCE OF WALES
PARKVIEW
KING GEORGE
HILLSDALE
McCLURE
PARKDALE
GEORGES P. VANIER
SCOTT PARK
QUEEN MARY
W.H. BALLARD
SIR WINSTON CHURCHILL
ROXBOROUGH PARK
LAKE AVENUE
GEORGE R. ALLAN
TWEEDSMUIR
MEMORIAL
CENTRAL
WESTDALE
ADELAIDE HOODLESS
A.M. CUNNINGHAM
VISCOUNT MONTGOMERY
ALLENBY
RYERSON
STINSON STREET
ACES PROGRAM SCHOOL
QUEEN VICTORIA
GLEN BRAE
GLENDALE
GLEN ECHO
SIR ISAAC BROCK
STONEY CREEK
DALEWOOD
KINSLEWOOD
EARL KITCHENER
GEORGE L. ARMSTRONG
BINHARWOOD
PEACE MEMORIAL
QUEENSDALE
SOUTHVIEW
EASTMOUNT PARK
SHERWOOD
ROSEDALE
ALBION
RED HILL
ELIZABETH BAGSHAW
PRINCE PHILIP
FAIRVIEW
CHEDOKE
BUCHANAN PARK
INDEN PARK
FRANKLIN ROAD
VINCENT MASSEY
FERNWOOD PARK
HUNTINGTON PARK
CEREBRAL PALSY CENTRE
MOUNTVIEW
HOLBROOK
PHOENIX ALTERNATIVE EDUCATION PROGRAM
HILL PARK
BURKHOLDER DRIVE
HAMPTON HEIGHTS
NORWOOD PARK
WESTWOOD
RIDGEMOUNT
CALEDON
CRESTWOOD
THORNBRAE
LAWFIELD
BARTON
RICHARD BEASLEY
WESTMOUNT
SENECA
CARDINAL HEIGHTS
LISGAR
VERA AMES
WESTVIEW
SIR ALLAN MacNAB
PAULINE JOHNSON
COMELY
R.A. RIDDELL
JAMES MacDONALD
CECIL B. STIRLING
RYCKMAN'S CORNERS
Area Offices
Area 1 – 1st Floor, Education Centre
Superintendent ... Jim Forrester
Area 2 – 3rd Floor, Education Centre
Superintendent ... Frank Kelly
Area 3 – Albion Secondary School
Superintendent ... Rick Binns
Area 4 – Crestwood Secondary School
Superintendent ... Patricia Gillie
Area 5 – Crestwood Secondary School
Superintendent ... Don Rothwell
French as a First Language –
4th Floor, Education Centre
Superintendent ... Rosaire Lavoie

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
521-2526 **SPECIAL EDUCATION DEPARTMENT**

## SPECIAL EDUCATION PROGAM CHANGES

### I BEHAVIOURAL EXCEPTIONALITIES

7 - self contained classes with integration
2 - pilot project classes - Tweedsmuir/Bennetto (EA's)

### II COMMUNICATIONAL EXCEPTIONALITIES

(i)Autistic Program - reduced .5
(ii)Auditority Impaired - reduced 1.0
(iii)Language and Speech Improvement - increased 3.0
(iv)Specific Learning Disabilities - increased 4.0

### III INTELLECTUAL EXCEPTIONALITIES

(i)Elementary Gifted self-contained - no change
(ii)Secondary Gifted self-contained - no change
(iii)Primary Gifted Learning Resource Teachers - no change
(iv)Secondary Gifted Learning Resource Teachers - no change
(v)General Learning Disabilities - reduced 9
(vi)Programs for the Trainable Retarded - reduced 1

### IV MULTIPLE EXCEPTIONALITIES

Multiple - no change
Assessment - no change

### V PHYSICAL EXCEPTIONALITIES

(i)Orthopaedically Imparied - no change
(ii)Resource Teacher for the Visually Impaired - no change

### VI LEARNING RESOURCE TEACHER PROGRAM

(i)Elementary - increase 11
(ii)Secondary - composite increase 5.5
(iii)Secondary - vocational decrease .5

### VII CARE TREATMENT AND CORRECTIONAL FACILITIES

Teaching Staff - increase .5

### VIII ENGLISH AS A SECOND LANGUAGE

Elementary - increase 6.5
Secondary - increase 3.5

### IX AUGMENTATIVE COMMUNICATION TEACHER/ EA., ELEMENTARY ITINERANT

no change

### X SPEECH PATHOLOGISTS

10 - Speech/Language Pathologists
6 - Speech Assistants

# *IN - SERVICE PRESENTATIONS*
# *1990 - 91*

## S.L.D. TEACHERS

| | |
|---|---|
| Oct. 16 1990 | Paul Ricketts and Peter Evans |
| Jan. 22 1991 | Dr. Chuck Cunningham |
| Feb. 28 1991 | Dr. Dan Marshall |
| April 23 1991 | T.B.A. |

## L.R.T. ELEMENTARY

| | | |
|---|---|---|
| Sept.28 1990 | **Store Fronts** | |
| | Study Skills | Maxine Martineau |
| | Autism | Sandra Law |
| | Spaulding | Colleen Ireland and Catherine Youngblud |
| | Sharing Session | Nancy Smith |
| Oct. 22 1990 | **Whole Language Ideas** | Louis Quildon |
| Nov. 30 1990 | **Classroom Management** | Ann Marie Marion |

## TEACHERS NEW TO SPECIAL EDUCATION/MENTOR PROGRAM

| | |
|---|---|
| Sept.12 1990 | General Overview - Special Education |
| Sept.27 1990 | ESL, C.T.C. Presentation, Mentor Feedback |
| Nov. 06 1990 | Feedback, Information Sharing |

## CO-ORDINATION COUNCIL SPECIAL EDUCTION IN-SERVICE

| | |
|---|---|
| Sept.17 1990 | Austistic |
| Sept.19 1990 | Speech/Language |
| Sept.28 1990 | LRTs |

**********

| | |
|---|---|
| Oct. 01 1990 | Speech Pathologists |
| Oct. 03 1990 | Elementary Gifted |
| Oct. 03 1990 | Elementary ESL |
| Oct. 16 1990 | SLD |
| Oct. 16 1990 | GLD |
| Oct. 22 1990 | LRT |
| Oct. 23 1990 | Physical |
| Oct. 23 1990 | Elementary ESL |
| Oct. 26 1990 | Speech Pathologists |

**********

| | |
|---|---|
| Nov. 06 1990 | Assessment/Multiple |
| Nov. 07 1990 | Secondary TR |
| Nov. 13 1990 | Elementary Gifted |
| Nov. 19 1990 | Physical |
| Nov. 20 1990 | Autistic |
| Nov. 20 1990 | Speech/Language |
| Nov. 29 1990 | Behavioural |
| Nov. 29 1990 | Gifted Secondary |
| Nov. 29 1990 | Elementary ESL |
| Nov. 30 1990 | LRT |
| Dec. 05 1990 | Care, Treatment, Correctional |
| Dec. 12 1990 | Elementary Gifted |
| Jan. 21 1991 | Austic |
| Jan. 21 1991 | LRT |
| Jan. 22 1991 | Physical |
| Jan. 22 1991 | SLD |
| Jan. 22 1991 | Elementary ESL |
| Jan. 23 1991 | Elementary Gifted |
| Jan. 24 1991 | Secondary TR |
| Feb. 01 1991 | Assessment/Multiple |
| Feb. 07 1991 | Speech/Language |
| Feb. 08 1991 | Elementary TR |
| Feb. 15 1991 | GLD |
| Feb. 19 1991 | Behavioural |
| Feb. 19 1991 | Physical |
| Feb. 19 1991 | Elementary ESL |
| Feb. 20 1991 | Elementary Gifted |
| Feb. 22 1991 | LRT |
| Feb. 28 1991 | SLD |
| Mar. 21 1991 | Elementary TR |
| Mar. 25 1991 | Autistic |
| Mar. 26 1991 | Physical |
| Mar. 26 1991 | Elementary ESL |
| Mar. 27 1991 | Elementary Gifted |
| Mar. 28 1991 | Gifted Secondary |
| Apr. 09 1991 | Physical |
| Apr. 15 1991 | Speech Pathologists |
| Apr. 18 1991 | Speech/Language |
| Apr. 22 1991 | LRT |
| Apr. 22 1991 | Autistic |
| Apr. 23 1991 | SLD |
| Apr. 24 1991 | Elementary Gifted |
| Apr. 25 1991 | Gifted Secondary |

| | |
|---|---|
| May. 07 1991 | Assessment/Multiple |
| May. 14 1991 | Physical |
| May. 14 1991 | Elementary ESL |
| May. 17 1991 | GLD |
| May. 22 1991 | Elementary Gifted |
| May. 23 1991 | Behavioural |
| May. 24 1991 | LRT |
| May. 27 1991 | Speech Pathologists |
| May. 27 1991 | Autistic |
| Jun. 04 1991 | Speech/Language |
| Jun. 07 1991 | Elementary ESL |

**NOTE:**

| | |
|---|---|
| Full Date T.B.A. | Secondary LRT<br>(2 Board Symposium) |
| Spring Date T.B.A. | Seconday LRT<br>(4 Board Symposium) |

# SUMMARY OF 1990 MAJOR ISSUES

## ISSUE DESCRIPTION

## QUESTIONS

**MANAGEMENT OF RESOURCES:** The Board is faced with the continuing decline of financial support and increasing program expectations from the Provincial government. In such an environment, it is imperative to develop strategies and gain commitment from trustees, officials and all Board employees with respect to the better utilization of all our human, financial and physical resources.

**ENVIRONMENTAL ISSUES:** Matters and issues of the environment have impacted all of us. In our schools, students at all levels are showing a keen interest in learning about and taking responsibility for the environment. At a corporate level, a number of environmental initiatives are taking place in the Board. Policies and procedures must be developed for both the curricular and operational aspects of this issue.

**FRENCH IMMERSION:** When the program began in 1975, there was not a clear statement of direction for French Immersion as a City-Wide program. As a result, decisions have been made to solve individual problems and past practice has become procedure. It is one of the priorities of Senior Management, as stated at the December 1989 Development Committee, to have a clearly stated philosophy, a set of well understood policies and procedures and a long range plan for the French Immersion Program.

**ORGANIZATIONAL STRUCTURE AND ROLES:** This item involves a clarification of roles resulting from our changing organizational structure. It also addresses the coordination of area and school plans as well as central department thrusts.

**SPECIAL EDUCATION AND SERVICES:** Special Education and Special Services, as an integral part of our program department, will provide an integrated and supportive role relative to the Board's mission and vision statements. The vehicle to accomplish this will take the form of a review of a number of our present special programs. This review will be a component of an overall program review being planned.

# SUMMARY OF 1990 MAJOR ISSUES (cont'd)

## ISSUE DESCRIPTION

## QUESTIONS

**SECONDARY SCHOOL STUDY AND COMPONENT STAFFING:** The Secondary School Study was established to review the delivery of secondary education in the light of new directions resulting from a change in provincial government. The study has focussed on five areas: Futures; Program Initiatives; Staff Growth and Development; Effective Program Delivery; and accountability. Component Staffing is a staffing model which is being negotiated between the Board and OSSTF. While Component Staffing is a separate issue from the Secondary School Study, it will have a significant influence on how program is delivered.

**INTEGRATED INFORMATION SYSTEMS:** New automated systems must be developed to provide the Board with accurate, timely and usable information. Computer systems must meet the organization's ever-growing need for ready access to reliable information on employees, finance, students, etc. As such we must develop and update effective information systems that are critical to decision-making, planning and program delivery.

**RACE RELATIONS:** The Board must develop a strategic plan to design programs, build commitment and gain community support for its draft Race Relations policy. The goal is to work towards achieving an education environment which promotes tolerance and respect for our racial, ethnic, cultural and religious plurality.

**PERFORMANCE MANAGEMENT:** This organization is in need of improved methods for reviewing performance at all levels. In order to accomplish this, it is proposed that a process will be negotiated which provides details to be used by staff throughout the organization.

(Board of Ed.)

# SPECIAL EDUCATION ADVISORY COMMITTEE MEETING SCHEDULE

**1990**

Wednesday, October 17th

Wednesday, November 21st

Wednesday, December 12th **

**1991**

Wednesday, January 16th

Wednesday, February 20th

Wednesday, March 20th

Wednesday, April 17th

Wednesday, May 15th

Wednesday, June 19th

** As agreed at the September meeting, the December meeting will be held on the second Wednesday of that month.

PLEASE MARK YOUR CALENDARS

CA4 ON #BL W26 M37

URBAN/MUNICIPAL

URBAN MUNICIPAL

DEC 18 1990

GOVERNMENT DOCUMENTS

SPECIAL

# MINUTES OF THE EDUCATION ADVISORY COMMITTEE 1990 11 21

Present: J. Bishop (Chairman); Trustee Desmarais; Mesdames Dalziel, Oommen, Riis-Culver, Schram and Trott; Mr. Adamson; Drs. Marshall and Toby.

Not Present: Trustees Clarke and Kennedy; Mesdames Dennis, Masters, Mazza, and Dr. Newberry.

Also Present: T. Fulton (Secondary School Principals' Association)
A. Mutart (Hamilton Teachers' Federation)

Officials Present: D. Skidmore (Superintendent of Program)
R. Adams (Co-ordinator of Special Education)

Mrs. Bishop called the meeting to order and offered regrets on behalf of Mesdames Clarke, Masters, Mazza and Mr. Kennedy. She reviewed briefly the agenda items and, referring to the change on the meeting format, noted this was in response to feedback from the members about having varied meeting styles.

Mrs. Bishop then asked for confirmation of the minutes of the 1990 09 19 meeting.

Moved by Miss Dalziel:

That the minutes of the 1990 09 19 meeting be approved as presented. CARRIED

## GENERAL

## BUSINESS ARISING OUT OF THE MINUTES:

### ORGANIZATIONAL UPDATE

Mrs. Bishop requested the members' views pertaining to which part of the meeting the Organization Update should be discussed. It was the general opinion to continue the current practice.

Moved by Mrs. Oommen:

That the Organizational Update continue to be held at the beginning of each SEAC meeting. CARRIED

Mrs. Oommen suggested the organization update be brief and that the members be informed in advance if an update will take some time.

### Ontario Society of Autistic Citizens

Mr. Adamsom expressed his appreciation for the Board's recent undertakings for the autistic students in the Middle Schools. He noted he is a member of the committee dealing with this issue.

### Ontario Psychological Association

Dr. Toby had no report.

### Down's Syndrome Association

Mrs. Oommen reported their October and November meetings dealt with the choice of computers and educational software for use by disabled children.

Mrs. Oommen mentioned a Christmas party is being planned by the Association and the parents expressed much enthusiasm and support for this. She was pleased with the perking up of activities within their organization.

In view of the integration of students with special needs into regular classes, Mrs. Oommen asked if the Board has a policy in place dealing with drugs and alcohol in the schools. Her concern was focused on developmentally handicapped students whom she felt may be easy prey to juveniles already involved in drug and alcohol-related activities.

Mr. Skidmore explained that this Board has a definite stand in relation to the use of drug and alcohol in our schools with a clear expectation that the system endeavours to have a drug and alcohol free environment. He assured the members that Principals and Vice-Principals and all other school authorities have information relative to this concern available for the students.

Mr. Skidmore said he will inform the Superintendents of Schools, Principals and Vice-Principals as well as the federations that the matter was brought to his attention and will request their feedback.

Ms. Fulton commented that the sensitivity of the issue, particularly for the parents involved, is foremost at the secondary school level. However, she said the law will always be the basis for dealing with situations.

Mr. Skidmore mentioned that November is Drug and Alcohol Month. A recent press conference was held for the release of the tri-board project regarding the development of a Substance Abuse Curricula. He said Mr. Bob Chapman, Physical & Health Education Co-ordinator, represented the Hamilton Board of Education at that event and that he would discuss the points raised at tonight's meeting with him and find out his availability to make a presentation to this Committee and address the members' concerns.

Mrs. Trott referred to the proliferation of television ads about drug and alcohol abuse and wondered how Hamilton stands in relation to the Province.

Mr. Skidmore said no analytical background information could be provided at this time; however, he felt this may be one area where Mr. Chapman can provide some statistics as he communicates regularly with the Addiction Research Foundation and the Police Department on this matter.

Hamilton & District Society for Disabled Children
Miss Dalziel had no report.

Augmentative Communications Collective
Mrs. Schram had no report.

Hamilton Council for Home & School
Mrs. Riis-Culver said her Association supports the idea of having a drug and alcohol policy in place for all schools. She welcomed the opportunity to hear Mr. Chapman speak on the issue.

It was reported by Mrs. Riis-Culver that their organization is proposing the enforcement of making the wearing of bicycle helmets mandatory, given the increasing number of head injury accidents.

Association for Children and Adults with Learning Disabilities

Mrs. Trott referred to a forthcoming seminar in Toronto on 1990 12 3-4 on "Attention Deficits Disorder" and a workshop on learning disabled persons to be held at the Education Centre. She said interested members could contact her for further information regarding these events.

Mrs. Bishop noted the seminar is a joint project of the Ministry of Health and the Ministry of Social Services.

Mrs. Trott commented her Association receives fewer complaints now about the schools but more requests for information regarding the services the Board provides to school children. She urged more information sharing within the school system to promote parents' awareness on the many school services and opportunities available to all students.

At the recent annual conference of her Association, Mrs. Trott reported that some concerns were raised on the inadequate services provided by other school boards. She expressed her appreciation that the Hamilton Board has already "passed" this stage and truly deserves a "pat on the back". Mrs. Trott further said the discussion focused on pressuring school boards to provide more and better services to the learning disabled.

Hamilton Association for Community Leaving

Dr. Marshall expressed his appreciation for the presentation made by the Literacy Council at his Association's general meeting. He suggested the Council be invited to have representation at SEAC.

Dr. Marshall provided background information on the operation and services provided by his Association. He then discussed in some detail the varied programs offered by the Association, putting emphasis on their parenting program, nursery and day care programs for the developmentally handicapped children and specific social skills program for developmentally handicapped adolescents. Dr. Marshall also explained the services they provide for the adult age groups, e.g. residential care and programming, vocational training and recreational activities.

It was noted by Dr. Marshall that the range of services provided by the Association follow a progressive timeline, i.e. from the infancy program to the adult program.

Chairman's Report

Mrs. Bishop referred to the feedback gathered from the members at the recent SEAC workshop. She thought it was a worthwhile exercise which provided her with valuable ideas for consideration.

Copies of two important reports (Transitional Work Experience Program - T.W.E.P. and Staffing Report 1990-91) presented at the November Personnel & Organization Committee were distributed to the members.

Mrs. Bishop provided background information about the T.W.E.P. program and noted the position of Job Coach was given a one-year term extension at the Board in light of budgetary concerns relative to staffing. She then briefly explained the highlights of the Staffing Report 1990-91.

Mr. Skidmore said that although it would be beneficial for the T.W.E.P. program if the Job Coach position was made permanent, he acknowledged the decision reached by the Board was done in the spirit of coping with the budget constraints.

Accessibility Issues

Mr. Skidmore reported he had preliminary discussions with Mr. Orlando on the issues raised by the members at the September meeting, particularly the concern on barriers in the new and existing school buildings. He encouraged the members to bring to his attention specific information or concerns relative to accessibility in our schools and said he would be glad to discuss these with Mr. Orlando for further clarification.

Superintendent's Report on Strategic Planning and SEAC's Role

At this point the members dispersed into small groups to discuss the Report on Strategic Planning and SEAC's role.

Mr. Skidmore explained the Program Department's strategic planning process and how this relates to SEAC.

Copies of the "Priorities for the '90s" package were distributed among the groups for them to provide input on the following:

QUESTIONS

Q1: Identify the key strengths within the Hamilton Board of Education which we must continue to reinforce and maximize. This helps us ensure that positive and productive features of the system are part of our planning.

Q2: In priority order, list current issues which are affecting program delivery in our system.

Q3: In priority, identify the key issues/trends which will affect program in this system by 1995-2000.

Q4: In priority, identify the "must haves" in our system.

Q5: a) Identify the areas of program delivery (curriculum/services) which could be improved.

b) How might this be accomplished?

Q6: a) Identify needs or opportunities which are not presently being addressed.

b) How might we go about addressing them?

Q7: a) Given the present period of restraint, identify in priority those areas that we may be able to discontinue.

b) What are the implications for the classroom/system if this is deleted?

RESPONSES

Group 1 (Ms. T. Fulton, Mr. I. Adamson and Dr. J. Toby)

A1:
- leading role in establishing programs, i.e. autistic, visually impaired, gifted, impaired, etc.
- continue to have a strong SEAC presence
- good liaison with special needs group

A2:
- asbestos and big ticket items
- emergency procedures
- anticipating needs to supply requisite program for population

- qualified teachers for special programs/numbers (student-teacher ratio)
- trained personnel, i.e. ancillary and special services
- curriculum:
  = up to date
  = needs appropriate
- family input, special children should be looked upon within the family concept
- effective teacher evaluation techniques

A3:
- $finances
- technology
- student-teacher ratio; populace growth or decline
- population shifts within the city
- possible annexation of Wentworth County
- de-streaming
- dialogue needed with industry and university
- the increase numbers of special needs population because of increase awareness of these students; better identification techniques
- legal issues; boards having to line up to their special education mandate
- populace as demanding and knowing their rights

A4:
- facilities for special needs
- trained staff
- liaison with special group, i.e. SEAC
- increase in special professional services personnel in response to the increased identification of children with special needs
- programs that keep up with the times
- analysis of job roles to reduce duplication of work thereby reducing the cost of education and allowing more effective allocation of funds

A5 (a):
- student and teacher ratio, i.e. more LRT's
- IPRC process
- monitoring of IPRC process increased
- tracking of students

A5 (b):
- IPRC process should be reviewed with input from special groups, i.e. SEAC, teachers, parents, professional groups
- simplification of the process; too much paper work
- communication with parent(s) about IPRC process is vital

A6 (a): No response given

A6 (b): No response given

A7 (a):
- Trustee food supplied free

<u>Group 2 (Mr. A. Mutart, Mrs. S. Trott, Dr. D. Marshall, Mr. J. Desmarais and Mrs. Riis-Culver)</u>

A1:
- a willingness to work with community and to be open to input
- first paragraph of our Annual Review (May 1990)
- forward move to disseminate information to parents and public (school/system program booklet)

A2:
- budget restraints
- availability of specialists
- issue of integration versus segregated classrooms
- special considerations for unusual expenditures, i.e. asbestos
- Ministry of Education begins special projects and then withdraws support

- some programs offered at the expense of others

A3:
- pupil-teacher ratio
- negotiations
- need for support for regular classroom teachers delivering program for special needs students
- public perception of the need for the value of education
- higher provincial rebate needed from provincial government
- perceived needs/wants of the community

A4:
- realistic expectations
- good core general programs
- evaluation cost benefit of programs and teachers for optimum dollar value
- a policy to review the need for existing programs
- special education programs to effectively meet the needs of students
- assessment capabilities to determine the special needs of students

A5:
- process of accountability to fulfil mandated IPPS

A6: No response given

A7: No response given

Group 3 (Miss N. Dalziel, Mrs. G. Schram, Mrs. F. Oommen and Mrs. J. Bishop)

A1:
- commitment to develop the appropriate processes for the integration of special education students into regular classroom programs
- spectrum of service

A2:
- a) lack of accountability
  *responsibility of implementation of recommendations from DARTs, IPR therapists, consultants, psychologists, etc.

  *responsibility for program delivery

- b) evaluation of program/personnel
  *quality assurance program

- c) lack of adequate number of educational assistants
  *resources available

  -information (Secondary School level especially)
  on-going education
  preparation for receiving exceptional students

  -equipment
  appropriate desks, tools for learning, e.g. computers, typewriters, writing aids
  responsibility for repair/maintenance

  -space
  adequate treatment space

- d) implementation of mentor system

- e) past delivery model of "curriculum" versus "special services"
- f) difficulty tracking/sharing information from one year to the next

- g) lack of long-range planning for individual students so that skills can be developed for life when leaving school incorporated in all planning (from junior kindergarten on) - need holistic approach
- h) DART/IPRC procedure needs evaluation

- i) inadequate family involvement in decision-making

A3: - a) demographic changes
*ESL
*illiterate

- b) changed community attitudes and expectations regarding role of people with special needs in society (risk taking and integrating)

- c) practical advancement in alternative teaching methods/approaches using adaptive technology

- d) changes in program to prepare students for technological society

A4: - must have:

a) accountability
b) evaluation
c) tracking/sharing of information from one year to next
d) holistic approach
e) long-range planning for individual students
f) more family involvement in decision-making
g) well-trained and well-supported staff
h) appropriate curriculum so children can use their abilities to the maximum

A5: - areas which can be improved:

a) better assessment of child's strengths/weaknesses
b) better support for teachers, e.g. technology maintenance

The meeting then adjourned.

Read and confirmed,

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CHAIRMAN

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